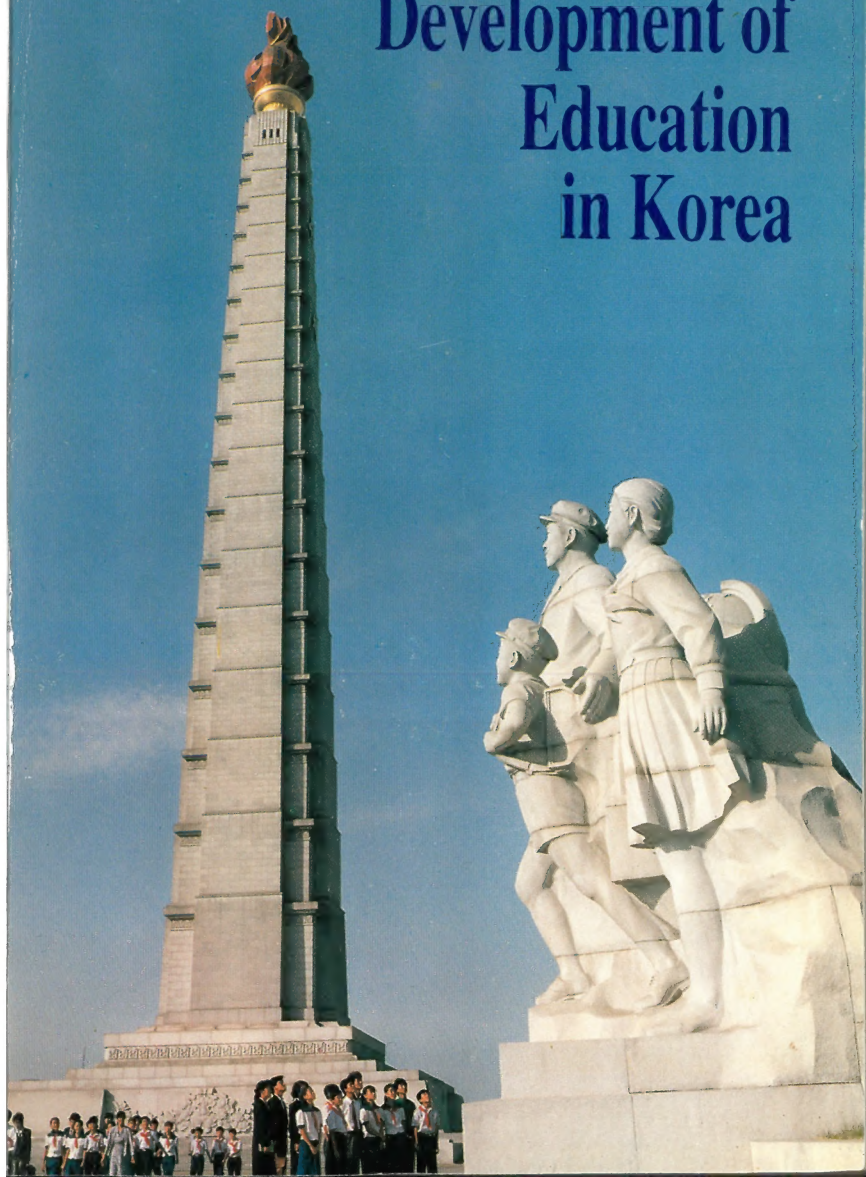
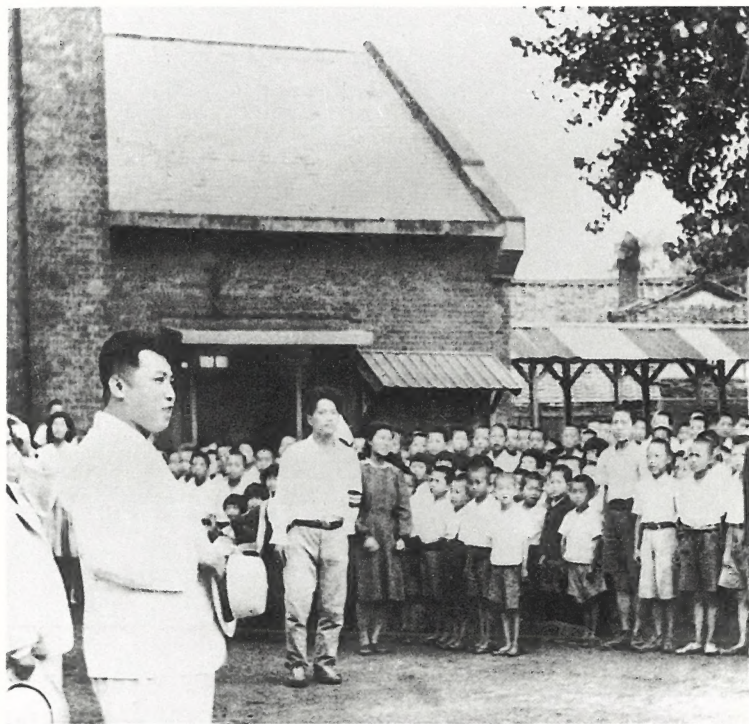


President Kim Il Sung and Development of Education in Korea



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Kyowon Sinmun
Pyongyang, Korea
1992



**The great leader President Kim Il Sung talking with teachers and pupils
of Pyongyang Primary School No. 2 (July 4, 1947)**



**The great leader President Kim Il Sung attending the ceremony
for the completion of the new building of Kim Il Sung University
(October 10, 1948)**



The great leader President Kim Il Sung examining children's shoes
(March 17, 1971)



The beloved leader President Kim Il Sung observing classes for the children of Tonghyon Primary School in Kaesong city (September 14, 1972)



May 10 Kindergarten of Kyongsong Pottery Factory

Pyongyang Senior Middle School No. 1





A commuter car for the schoolchildren in a mountainous area



Students operating computers

Indoor pool of a senior middle school





Part of the modernly-equipped hospital of Hamhung University of Medicine
(Today's South Hamgyong Provincial People's Hospital)

Six-hectare green-house of Wonsan University of Agriculture



Preface

President Kim Il Sung, the respected leader of our Party and our people, has converted our country into a “country of education”, a “model country of socialist education” by enunciating and implementing the immortal Juche-orientated idea of education.

President Kim Il Sung is the outstanding and seasoned educational genius who successfully solved the question of education, the most difficult and important human remoulding, and scored immortal achievements for the time and mankind.

After great President Kim Il Sung embarked on the revolution he began revolutionary struggle by educating and remoulding people, regarding education as one of the basic problems concerning the future of revolution and destiny of the country, and wisely led the revolution and construction along the road of victory, putting educational work ahead of all other work, however hard and complicated the circumstances may be.

He attained valuable achievements and accumulated rich experience in the training of communist-type men and development of Juche-orientated education and created the glorious revolutionary traditions of education by organizing and leading the revolutionary educational work in the flames of twenty-year-long anti-Japanese bloody war. By inheriting and developing the traditions in an all-round way after liberation, he has brought about an epoch-making change and great victory in the education of the young generation and in the training of native cadres in the whole period of the anti-imperialist, anti-

feudal democratic revolution, socialist revolution and the building of socialism and communism. As a result, in our country has been established the most revolutionary and popular socialist educational system of our style which embodied the great Juche idea.

He personally solved all the large and small problems of school education making an extensive field-guidance tour, saying that we carried out revolution and construction for the younger generation, and looked into every corner of the study and life of all the students of the country, acting as their parent.

The whole course of the revolutionary activity of President Kim Il Sung who ushered in a new era of the Juche-orientated education and brought it to bloom was the period of the glorious history which patently proved the justness and viability of the Juche-orientated idea of education based on human dignity and the course during which great strides from ignorance and darkness to civilization and progress were made and a shining example was shown in the solution of problems of training of new-type men. It makes an epic of his benevolent affection for our teachers and students.

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1. Great President Kim Il Sung Organizes and Leads the Struggle to Establish a Democratic Educational System and Build Up Native Cadre-training Centres (August 1945-June 1950)

1) The Policy of Establishing a Democratic Educational System, Struggle for Educational Reformation

Great President Kim Il Sung, the legendary hero of the nation, led the 20-year-long glorious anti-Japanese revolutionary struggle to victory in August 1945 and accomplished the historic cause of national liberation.

After his triumphal return to the homeland he, shouldering the heavy burden of building a new country, devoted himself to eliminating as quickly as possible all sorts of backwardness and poverty left over by the Japanese imperialist colonial rule and building the people's paradise. First of all, he paid particular attention to the educational work and wisely led our Party and people for the building of a popular democratic education.

The Policy of Establishing a Democratic Educational System

After liberation the education in our country started literally from scratch. Due to the evil aftermath of the colonial

slave education policy of Japanese imperialism, there was not a university in the northern part of the country. Although there existed some middle schools, they were unable to admit even two per cent of the primary school leavers. Adult illiterates numbered over 2,300,000. In the earliest days of the building of a new education some tried to introduce the educational system of other country mechanically advocating "education of a new type" while others attempted to maintain the old-fashioned educational system and method as they were by simply changing the Japanese language into Korean.

This became a pressing demand, the solution of which brooked not a moment's delay in the building of a new society and was one of the important tasks to be fulfilled without fail in the stage of the anti-imperialist, anti-feudal democratic revolution to eradicate as soon as possible the evil aftermath of the Japanese imperialist colonial rule in the field of education, open up a broad avenue of learning for the people and younger generation and lay a foundation to train native intellectuals by ourselves.

Giving careful consideration to such actual conditions of education of the country the President put forth an original policy to abolish the colonial slave education system of Japanese imperialism and establish a new popular democratic educational system.

President Kim Il Sung said:

"We should open up for the sons and daughters of the working people the opportunity of learning and train them to be splendid people shouldering the future of the new, prosperous Korea. For this purpose, we must thoroughly revise the colonial slave education system of Japanese imperialism and establish a new, popular democratic educational system." (Kim Il Sung, *Works*, Eng. ed., Vol. 2, pp. 60-61.)

This policy which clarified the revolutionary character of the reform of education which is to be carried out at the stage of the anti-imperialist, anti-feudal democratic revolution and the distinct orientation for establishing a new, educational system, was the Juche-orientated educational policy which he advanced, carrying forward the educational idea he had expounded in the "Ten-Point Programme of the Association for the Restoration of the Fatherland" (May 1936) in conformity with the reality of the liberated homeland, and on the valuable experience he had acquired in the course of establishing a new educational system and conducting educational work in the guerrilla bases and liberated districts in the period of anti-Japanese revolutionary struggle.

Establishment of Popular Educational Institutions of a New Type

In view of great political significance of the reformation of education in the building of a new society President Kim Il Sung directed his primary attention to firmly equipping the people with the policy for building democratic education and to rousing them to the struggle to implement it.

At the same time, he paid deep attention to setting up public educational institutions of a new type as the first job to establish democratic educational system. To establish educational institutions of a new type serving the people was a top-priority task in establishing democratic educational system.

From the first days of their occupation of Korea the Japanese imperialists seized all the education establishments and used them as means to intensify their colonial rule and education to convert the Koreans into subjects of the Empire.

So, our people were subjected to class oppression and national discrimination and they could not meet even their simple demand for national education.

Acquainting himself with this he dispatched anti-Japanese revolutionary fighters who were educated and trained by him to localities to organize local people's committees firmly. At the same time, he saw that the "government and public schools" which had been managed by the Japanese imperialists and their stooges were put under the control of people's committees and directed by them in a unified way. Encouraged by this our people, patriotic teachers and students formed "school autonomy boards" and "school-supporters' organizations" under the guidance of local people's committees, defended educational institutions from the vicious subversive acts of the defeated Japanese imperialist remnants and their reactionary minions and vigorously struggled to put under the control of local power organs all the schools which had been set up and managed by the enemy.

In addition, he saw to it that public establishments used by the Japanese imperialists and organizations of their stooges were confiscated and made schools, and mobilized the entire people in reconstructing destroyed schools.

As a result, in a few months after liberation all the educational institutions which had been controlled by the Japanese imperialists were brought under the control of local people's committees.

However, they assumed a local character on all accounts. Accordingly, a unified guidance of the centre could not be guaranteed for school education and there was no mutual relation between localities. The private schools and some religious schools which had been closed in the days of Japanese imperialist colonial rule reopened, so schools of various types which were different from each other in the aim of their establish-

ment, character and contents of education came to exist. So, even in case of schools which were the same in kind, they were different from each other in school system and school term according to localities.

He had an insight into the fact that the development of genuine democratic education could not be attained without ending such disorder in school education and introduced an administrative organizational system for controlling and guiding the educational work of the country in a unified way. In this way, in November 1945 the Bureau of Education was set up as one of ten central administrative bureaus.

According to the orientation of the development of democratic education given by him the educational bureau published the *Prospectus of Provisionary Measure for School Education in North Korea* on November 21, 1945.

In this prospectus the idea of democratic education based on the Juche idea was clarified and principles and practical measures taken to liquidate the colonial slave education system of Japanese imperialism and organize the work of school serving the building of a new democratic society.

In addition, in order to stress the popular character of the educational institutions which had already been established and definitely convert them into those for the entire people the prospectus named elementary educational institution "primary school", gave a new orientation in content and method and stipulated in a unified way the term of school attendance, school year and school term, and vacation of schools at all levels.

Thanks to this measure, all schools throughout the country came to conduct instructional and educational work uniformly according to one educational programme.

Later, as democratic reforms were successfully accelerated and the leading function of the state was elevated further,

gradual transfer of private schools to the state was promoted smoothly and in 1946 all of them came into the hands of the state and people.

As a result, the old reactionary educational institutions which had served the colonial slave education of the Japanese imperialists for a long time were abolished forever and new popular educational institutions established.

Establishment of Democratic Educational System

President Kim Il Sung waged the active struggle for establishing a new educational system as an important matter in setting up a democratic educational system.

President Kim Il Sung said:

“We should do away with the Japanese imperialists’ system of colonial slave education as soon as possible and establish a new system of educating the younger generation based on the principles of progressive democracy.” (*Ibid.*, p. 124.)

The Japanese imperialists established in our country the reactionary system of colonial slave education which was run through with class and national contradictions and colonial inequality.

First of all, they established the “special” educational system for the exploiting class which made it possible for the children of Japanese imperialist colonial rulers and landlords and comprador capitalists, their stooges, to receive freely elementary and higher education, and the educational system for the overwhelming majority of working people which allowed only a short-period elementary education. At the same time, even in same school course and school years educational system, content of education, and educational facilities and condi-

tion were different. Moreover, there were great inequalities also in the respect of admission into a school, entrance into a school of higher grade, graduation qualification and treatment. The system of colonial slave education of the Japanese imperialists was a reactionary educational system under which all sorts of national discrimination and inequality were enforced against our people and they were afflicted with a heavy burden of school expenses and various sanctions and thus, their right and liberty to receive education were trampled upon.

A new popular educational system could not be established unless this old educational system was smashed.

He gave careful consideration to the urgent requirement for the development of education in our country and the importance of establishment of a new educational system after liberation and held the First Meeting of Educational Workers in North Korea in August 1946 to discuss a concrete measure for establishing a new popular educational system commensurate with the achievements scored in socio-economic reforms of the country and the people's democratic system.

At the meeting, according to the orientation given by him, the principle to be observed in organizing the institutions of school education, the question of structure and type of school and the practical method of establishing the unitary educational system under which universal education could be given to the entire people and rising generations were discussed in earnest.

Amidst the great expectations and interest of the entire educational workers and people, our Party and state took such revolutionary measures as removing the "special" educational system of the past and ensured that the same education was given to the same courses and years, irrespective of region and sex and that stable continuity guaranteed between school courses.

In addition, kindergartens, universities, post-graduate courses all of which did not exist in the past and various institutions of adult education where workers could study while on the job were newly established and they formed a well-regulated system.

After making such meticulous preparations he drew up and promulgated the decision of the Provisional People's Committee of North Korea, the "Provisions on the System of School Education in North Korea and Measures on Their Enforcement" on December 18, 1946 in order to affirm the democratic educational system legislatively.

The provisions composed of three chapters and nine articles clarified the form of school, educational system, the entrance age and requirement, and relations of continuity between school courses in all educational stages ranging from the system of common education to that of technical and higher education and explicated the popular and democratic nature of a new educational system.

According to this radical measure taken by him the system of common education made up of one-year kindergarten class, four-year primary school excluding one-year preparatory class, three-year junior middle school, three-year higher middle school, the system of technical education consisting of three-year elementary technical school and three- or four-year secondary specialized school and the system of higher education composed of two-year teacher training college, four- or five-year university and three-year post-graduate course were established in good order. Added to this, educational system including evening junior and higher middle schools where one studies while on the job were set up. As a result, a broad avenue was opened up for all our working people and younger generations to study at schools of their choice to their hearts' content.

2) Struggle for Eliminating the Remnants of Japanese Imperialism in Education and Radically Improving the Content and Method of Education

Great President Kim Il Sung set it as an important task of the struggle for the democratization of education and the consolidation and development of a new educational system to eradicate the remnants of Japanese imperialism in education and radically improve the content and method of education and pushed ahead with it.

He said:

“In education we should make a clean sweep of the remnants of feudalism and Japanese imperialism according to the 20-Point Platform made public by the Provisional People’s Committee of North Korea, and introduce a truly democratic education for the broad masses of people, instead of an education for a privileged class alone.” (*Ibid.*, p. 124.)

In the past, under the notorious slogan of education for making the younger generation of Korea “the subjects of the Empire” the Japanese imperialists conducted reactionary and unscientific education for obliterating their consciousness of national independence and class consciousness and implanting in their mind “anti-communist spirit,” militarist idea, sycophancy towards great powers, slavish submission and “Shintoism”. At the same time, in order to turn them into cheap labour force and cannon fodder they inflicted fascist corporal punishment and enforced coercive discipline, and applied quotation-

mongering, cramming system of education which did not allow critical spirit and creative thinking at all.

These venoms which were disseminated in education by the Japanese imperialists took a deep hold on educational system, organization and management of school education, substance and method of education, and ideological consciousness of teachers and students. And they greatly impeded the development of democratic education. In these conditions in order to implant the consciousness of national independence and ideology for nation-building in the mind of younger generation and to cultivate their advanced scientific and technological knowledge needed for the building of a new society after liberation, it was necessary to wipe out the survivals of Japanese imperialist education as soon as possible and radically change the substance and method of education.

Giving Primary Consideration to the Change of Substance of Education

Immediately after liberation, in our country there were neither scientists and educationalists who could draw up a new educational programme on scientific investigation and, following this, write and publish textbooks and teaching materials nor assets for it.

Having deep insight into this situation, President Kim Il Sung adopted such a wise policy as to give first consideration to the change of the substance of political and ideological subjects and those of social science and, at the same time, change the substance of subjects of natural science as a whole as men of talent were prepared.

According to this policy, the work for newly laying out

educational programme of schools at all levels and providing for the substance of education was conducted and it was brought into reality through the "Prospectus of Provisionary Measure for School Education in North Korea" which was published by the Bureau of Education in November 1945.

According to this measure, in schools at all levels "morals", "Japanese history" and other reactionary subjects which preached fascist militarist ideology and Japanese "Shintoism" were abolished and new subjects such as "people" (primary school), "social science" (secondary school), "mother tongue" (primary school), "the Korean language" and "literature" (secondary school), and "Korean history" and "Korean geography" (secondary school) came to be taught. However, this was a measure which was taken reflecting the immediate demand for rapidly eliminating the substance of reactionary education of the Japanese imperialists and straightening out the temporary confusion created right after liberation and was no more than a first step in the work for changing the substance of education as a whole.

First of all, it was necessary to write and compile many textbooks according to newly formed subjects. In particular, it was imperative to publish quickly the textbooks on subjects concerning Korea which were totally abolished by the Japanese imperialists. Only then was it possible to establish Juche in education and train younger generation to be the master of Korean revolution, genuine builder of a new society.

Attaching great importance to compilation of textbooks in the work for changing the substance of education President Kim Il Sung gathered one by one the scientists and experts who were dispersed and formed the group for compiling textbooks. He said to them that textbooks should be compiled in keeping with the actual situation of our country and in a way

of better understanding everything Korean and provided them with all necessary conditions.

True to his instructions, the Bureau of Education accelerated in earnest the compilation of textbooks for schools at all levels.

However, it was not that the work for changing the substance of education progressed satisfactorily from the start.

One day, acquainting himself with new textbooks he grasped important points that he could not overlook.

The textbook of mother tongue for primary school contained only noncommittal juvenile stories about “butterfly”, “flower” and others and some textbook gave prominence to a scientist in the West under the title, *A Benefactor of Mankind* but dealt with none of scientists of our country. Moreover, it introduced not the famous generals of our country but those of other countries.

This was attributable to the fact that some educationalists lacked a correct understanding of our education which was aimed at the building of a new society and were affected with sycophancy towards great powers and dogmatism.

In order to correct such errors, he met the attendants of the national meeting of educationalists in mid-March 1947 and gave them highly important teachings for a long time.

First of all, he made clear the admirable achievements of the democratic reforms carried out in north Korea after liberation and the task for building a democratic, full-fledged independent country and pointed out that educational work constituted an important part of ideological and cultural front. And he stated that it was very wrong to insist that it has nothing to do with ideology because school education is aimed at imparting a general knowledge to the younger generation.

He analyzed this argument in the light of education for making our people “subjects of the Empire” which the

Japanese imperialists imposed on them and clarified the aim of education. He said that education was aimed to teach the younger generation science and technology and inspire them with a democratic idea with which they vigorously oppose imperialism, exploitation and oppression and devotedly fight for building a new, democratic country where the entire people are equally well-off.

He went on to say that in educational work form is important but substance is more important and stressed the significance of textbook.

His momentous instructions furnished the guiding principle in the compilation of textbooks.

Guided by his instructions, the state definitely reformed and rounded off the educational programme and textbooks of schools at all levels. In this way, a new educational programme which was aimed to markedly step up the education of politico-ideological subjects, systematically impart the scientific knowledge on nature and society, develop physical strength and intensify cultural and aesthetic education was put into practice extensively from the school year of 1947.

According to the new educational programme, the schools at all levels, through the education of subjects of "people" and "social science," made students study deeply and assimilate the revolutionary activities and immortal exploits of President Kim Il Sung and explain to them the policies of our Party and state, democratic ideology for nation-building and new morals and ethics.

At the same time, great weight was put on the education of social science such as "Korean language", "literature" and "Korean history" and stress was laid on the education of the proud history of our people's struggle and their time-honoured culture in order to eradicate from the mind of students the ideological venoms of sycophancy towards great powers and

national nihilism which were implanted by the Japanese imperialists and inspire them with ardent patriotism and national pride.

In addition, the evil aftereffects of the slave education of the Japanese imperialists who had seriously slackened the education of natural science and implanted unscientific “Shintoism” and a distorted “knowledge” on the objective world were eliminated and the education of basic natural sciences such as mathematics, physics, chemistry and biology was intensified. So, all students came to be firmly equipped with a scientific outlook on the world, possess an elementary knowledge needed for learning advanced science and technology and obtain knowledge useful for the building of a new society.

In order to see that the textbooks compiled according to the new educational programme be published in time, President Kim Il Sung mobilized all the printing machines in north Korea and, at the same time, organized a private book stock company by investing enormous amount of state fund so that men of enterprise actively pulled together in printing textbooks. As a result, all students could study with new textbooks in the new school year simultaneously.

Establishment of a New Educational Method Coupled with Ideological Remoulding Campaign

While changing the substance of education, President Kim Il Sung gave wise guidance so that a new educational method commensurate with democratic education was introduced.

He said:

“...they should break with the old teaching methods of Japanese imperialism and establish new teaching methods

compatible with the progressive, democratic system of education.” (Kim Il Sung, *Works*, Eng. ed., Vol. 3, pp. 287-88.)

After liberation the old educational system was abolished but no small number of schools and teachers applied as ever the educational method such as the method of cramming which the Japanese imperialists utilized for making them submit to colonial rule and such a coercive method of education as swearing at and beating pupils was not gone.

He branded this old educational method as a harmful method which could not be allowed any more in training the younger generation to be a genuine man with independence and creativity and roused the educationalists to the struggle for introducing a new educational method commensurate with the democratic educational system.

Though he was very busy guiding the building of a new society he often met educationalists. He said to them that an important thing in education was how to impart what idea and knowledge and awoke them to the importance of establishing new educational method. In addition, he visited many schools in Pyongyang and localities and showed a specific way for improving educational method, seeing classwork and acquainting himself with how things stood with teaching and training.

One year, early in summer, he gave on-the-spot guidance to Kiyang Primary School in Kangso County.

Officials in the county spoke plainly to him about the old ideology of some teachers and schoolchildren.

Through their words he knew that the educational method was problematical and said that the work of rooting out the survivals of old ideology from the minds of people and educating and remoulding them in a revolutionary way could not be done by a coercive method in a short period of time. He advised them to solve the problem perseveringly by the method of persuasion and explanation.

Moreover, he summoned a responsible official of a university and said that we did not need an "ivory-towered" man of talent and stressed the need to bring up the capable men who could devotedly serve the people by closely combining education with practice. In addition, he attended the meeting of the Presidium of the Party Central Committee which was to discuss the measure to improve the instructional and educational work of university and set the task of continually making a study of a new educational method and took a measure to widely organize model lessons, seeing classwork, a meeting for exchanging experiences and others and create and generalize excellent instructional and educational methods and experiences.

Under his intelligent guidance the educationalists vigorously waged the struggle for introducing a new educational method. As a result, cramming and quotation-mongering method and coercion and punishment representing bureaucratic method came to disappear in education. And heuristic method of teaching and educational method of explanation and persuasion was widely applied and various forms and methods for educating and training students through practical struggle for building a new country were created.

He saw to it that the work for improving the substance and method of education was closely combined with the ideological remoulding campaign for rooting out the old ideological survivals of the Japanese imperialists from the minds of teachers and students and equipping them with a new democratic idea.

In November 1946 he initiated the general ideological mobilization movement for nation-building and saw that this movement for ideological remoulding was pushed forward also in the field of school education.

This was a great thought-remoulding movement for elimi-

nating all sorts of old ideas which were left behind by the Japanese imperialists and degenerated and decadent habits and the remnants of old convention and for cultivating the mentality, personality, morals and militant stamina befitting the able workers of a new democratic Korea and creating animated and vibrant national spirit and it was the beginning of ideological revolution in our country.

In January 1947 President Kim Il Sung visited the Myongsok Primary School in Wonsan and said that teachers could feel greater pride and enjoy higher honour when the students whom they had taught rendered devoted service to the building of a new society as able workers of the country. He told in earnest that the school, too, should keep step with the general ideological mobilization movement for nation-building and wipe out the evil aftereffect of the Japanese imperialist colonial rule and the work of school education be developed rapidly.

In hearty response to his instructions concerning launching the general ideological mobilization movement for nation-building the meeting of educationalists for the movement was held in Pyongyang. Following this teachers and students at various parts of the country held a "Meeting for General Ideological Mobilization for Nation-building" or a "Rally for General Ideological Mobilization for Nation-building" in a militant atmosphere full of revolutionary enthusiasm.

Schools vigorously conducted the education of teachers and students in the spirit of loyalty to the Party, the leader, the country and the people while intensifying ideological education and struggle for heightening their consciousness of national independence and nation-building and eliminating egoism, epicurism, depravity, indolence and a dissolute life. At the same time, the work of ideological remoulding for teachers and students was carried out in close combination with a practical struggle for building a new country such as propaganda

for election, art performance, campaign against illiteracy and sanitary propaganda.

In this course, our teachers and students grew up into genuine workers of a new democratic Korea.

Like this, under his seasoned guidance the survivals of Japanese imperialist colonial slave education were totally eliminated and an advanced democratic educational system was established in so short period of time after liberation.

3) Energetic Promotion of the Preparatory Work for Launching the Building of Schools through Nationwide Movement and Enforcing the Universal Compulsory Primary Education

President Kim Il Sung gave consideration to the importance and significance of the introduction of compulsory educational system in establishing popular educational system and paid deep attention to the enforcement of universal compulsory education already in the first days of building of a new country.

He wrote in his historic *Twenty-Point Platform* which he had published in March 1946:

“To introduce a system of universal compulsory education and greatly increase the number of primary and secondary schools, specialized schools, and colleges run by the state.” (Kim Il Sung, *Works*, Eng. ed., Vol. 2, p. 115.)

The policy for universal compulsory education advanced by him was based on the free compulsory education which he had expounded in The *Ten-Point Programme of the Associa-*

tion for the Restoration of the Fatherland in the period of anti-Japanese revolutionary struggle and it was aimed to do away with the old educational system and establish a new popular educational system, and open up a broad avenue of learning for our people and their children who were deprived of the right of learning in the past.

After putting forward this policy he laid down the enforcement of compulsory primary education as the first-stage task in introducing the system of universal compulsory education and wisely mobilized and organized our Party and the entire people in the preparatory work for it.

Schools Are Built Everywhere

The building of schools was one of the important questions to which one should give first consideration in the preparatory work for the enforcement of universal compulsory primary education.

However, it was a difficult problem to build many schools in the awkward situation of the incipient period of nation-building which needed to rehabilitate the factories and railways the Japanese imperialists destroyed when they were defeated and to stabilize impoverished people's life.

But, President Kim Il Sung regarded the question of education as a matter of vital importance affecting the future of the revolution and prosperity of the country and held fast to the principle of giving priority to the building of schools even in very difficult conditions.

First of all, he appealed to those with strength to give strength, those with money to give money, those with technology to give technology and to the entire people to go out as one man in the building of schools.

On the other hand, he saw to it that the building of schools was completed successfully in a short period of time by enlisting and using all the potentialities of localities such as idle building materials and means.

One year when the building of schools was at its height in all parts of the country, someone asked him whether a school should be established in a brandtillers' or forestry workers' village where students numbered only 10 or 20. He said emphatically that in the past the children of school age went looking for schools to learn but today we should establish the principle of building schools wherever they are irrespective of their number.

According to this new principle, the state determined the order of priority in building and took a measure to establish a primary school in every ri and set up branch schools in mountain villages at an interval of 4 kilometres.

Later, he gave a firsthand guidance to construction sites more than once.

In October 1946 when he was giving a firsthand guidance in North Phyongan Province he saw in a locality that an old shabby building which had been used in the days of Japanese imperialist rule was utilized as a school and said to the local officials that the Ri dynasty ruined because it did not educate the rising generations while spending time with nonchalance for 500 years. And he advised them to give consideration to the education of the younger generation and build schools on a large scale.

A few years had passed since then. In September 1948 he knew that the officials in Kangwon Province paid little attention to the building of schools and sharply criticized the responsible officials there, saying that they were only concerned over erecting new buildings for the provincial Party committee and people's committee instead of building or enlarging schools.

While making the officials have a correct point of view in

connection with the educational work, he led this work on his own responsibility and held fast to it. And he pushed ahead with the building of schools.

One day in the beginning of October 1947 he presided over the consultative meeting of officials concerned for improving and intensifying educational work in Pyongyang from early morning and then met a responsible official from Hungnam, a local city, who fetched a blueprint for a school.

The blueprint depicted a three-storied building of magnificent senior middle school having an auditorium, a lecture theatre, laboratories, classrooms and even an annex. The official who fetched it hesitated, thinking that the scale of the building might be too large in the light of narrow circumstances following liberation.

However, President Kim Il Sung examined the blueprint and satisfactorily said that it seemed to have been drawn well. He added that once the school is built well, it would be a nice school which can be handed down from generation to generation. Then he wrote down his signature "Kim Il Sung" on the blueprint with a vigorous stroke.

After this he sent vast construction fund amounting to 60,000,000 *won*, and at the beginning of June 1948 he came to the construction site of the school and showed minute concern so that construction would be accelerated and building work conducted satisfactorily.

As the building of school was carried on full scale through a nationwide movement, he appropriated fund for school construction by increasing state investments and, at the same time, led personnel to explore and utilize raw and other materials in the localities.

Under the energetic and intelligent guidance of President Kim Il Sung the whole country came to be covered with the networks of schools in a short span of time.

In this way, already in 1946, the first year after liberation, primary schools numbered 2,482 and secondary schools 217, which meant an increase of 1.8 times and 4.9 times respectively over the pre-liberation years, and in 1949 the number of primary schools increased 2.8 times and that of secondary schools (higher middle schools included) 22 times over the pre-liberation days.

Establishment of New Teacher Training Centres

As schools of all levels increased rapidly and the preparatory work for enforcing compulsory primary education was getting on President Kim Il Sung paid great attention to finding a solution to the question of teachers.

He said:

“For the educational institutions to function smoothly and for the younger generation to get a good education it is essential, first of all, to find a solution to the question of teachers. Unless this problem is solved, we shall be unable to advance educational work and train the rising generation well, no matter how many schools we may build, and no matter how correct an educational system we may establish.” (*Ibid.*, p. 95.)

In order to solve the question of teachers who increased in number after liberation he took measures to establish teacher training centres which would educate new teachers coming from working people stock. He established a new system of training teachers by adopting a decision on setting up teacher training colleges and colleges of education at the Provisional People's Committee of North Korea in July 1946.

According to this, already right after liberation six colleges of education came to be run, and in 1946 Kim Il Sung

University and then teacher training colleges were established in Pyongyang and Chongjin in succession and the colleges of education were set up in every province.

In July 1948 he promoted the establishment of 4-year university of education and solved all the questions arising in setting it up. In this way, for three years after liberation our own reliable teacher training centres composed of 13 colleges of education, 3 teacher training colleges and 1 university of education were built up, making it possible to train systematically teachers and educational cadres.

In addition to the work for establishing teacher training centres he paid particular attention to consolidating them and enhancing their function and role.

He visited Pyongyang Teacher Training College in November 1947 and Pyongyang University of Education in November 1948 and made a tour of their classrooms, dormitories and dining rooms.

In mid-July 1947 he called the graduates of Pyongyang Teacher Training College close to his side and told them about the importance of educational work in our revolution and the building of a new country.

Later, in order to further develop the work of training teachers to meet the need of the actual situation that was developing, on January 5, 1948 he saw at a meeting of the Presidium of the Party Central Committee that the question of assisting Pyongyang Teacher Training College was brought up for discussion and delivered there concluding speech entitled *On Improving and Strengthening the Work of Teachers' Training Colleges*.

In his speech he newly clarified the position and importance of teacher training institutions in school education and the enforcement of universal compulsory primary education and stressed that the Party organizations and their workers at

all levels should pay serious attention to the improvement and strengthening of the work of teacher training colleges.

He said that political and ideological content and scientific accuracy should be fully ensured in instructional and educational work, the ranks of teachers be firmly built up with good persons and the level of ideological consciousness of teachers and their educational and practical qualifications be raised.

He set a task to admit into the colleges the sons and daughters of workers, peasants and other working people who would faithfully serve their country and people.

In addition, he took measures to make the Party organizations give more concern for the work of the colleges.

According to the highly important teachings of President Kim Il Sung, educational content of teacher training colleges and other colleges of education was examined in an all-round way and necessary measures were taken. At the same time, as a result that able persons were selected and dispatched to the colleges, the ranks of teachers were built up firmly and their political and practical qualifications were improved.

While training able teachers in a far-sighted way through special teacher training centres, he took a measure to establish in July 1946 a short-term teacher training school in every province. And he saw to it that good persons who had a teaching career or definite knowledge were selected and take a short-term course at state expense.

Further, the increasing demand for teachers was met by reeducating the old teachers who had served the Japanese educational institutions and selecting those who served the Party and government organs, factories and enterprises and making them master the theory and method of democratic education.

As a result, in 1947 the number of teachers who were assigned to schools at all levels increased by 46 per cent com-

pared with 1946 and in 1950 alone more than 4,000 teachers for primary school were trained and assigned to them.

Like this, under his intelligent guidance teacher training centres were firmly built up and a well-regulated system was introduced into them, thus making it possible not only to successfully carry out the preparatory work for compulsory primary education but also to meet in good time the rapidly increasing demand for teachers.

Turning the Preparation for the Enforcement of Compulsory Education into a Nationwide, All-People Work

Entering 1948 President Kim Il Sung took a positive measure to promote the preparation for the enforcement of universal compulsory primary education as a nationwide, all-people work. One day in the beginning of May 1948 he examined the plan of preparatory work for new school year. He said to the officials that the most important thing in the preparatory work for new school year was to lay the foundation on which to fully realize universal compulsory primary education in our country in 1950 and advised them to prepare well for it.

In September 1948, at the first session of the Supreme People's Assembly he set it as one of the important tasks of the Government of the Republic to enforce universal compulsory primary education and took again an important measure to carry it out.

According to this, on December 16, 1948 the Cabinet of the Republic adopted the "Decision on the Preparatory Work in 1949 for Enforcing Universal Compulsory Primary Education in 1950." According to this, the "Preparatory Committee for the Enforcement of Universal Compulsory Primary Educa-

tion” in which the representatives of government organs, political parties and social organizations were included was formed in the centre, provinces, cities, counties and the “Committee for the Building of Schools” in sub-counties and they conducted their work vigorously.

After this he saw that on September 10, 1949 the historic “Law on the Enforcement of Universal Compulsory Primary Education” was promulgated at the Fourth Session of the Supreme People’s Assembly.

The law stipulated that on September 1, 1950 universal compulsory free primary education would be enforced in the whole area of the Republic, that the state provide the children of the citizens who were badly-off with textbooks and school things free of charge and that the parents and guardians of children of school age assume the duty of sending them to school and if they would not discharge it they had to bear the legal responsibility for it.

After the promulgation of the law he made unremitting efforts to enforce it successfully.

On October 6, 1949 he met the officials of the Ministry of Education and delivered a speech entitled *On Making Sufficient Preparations for the Enforcement of Universal Compulsory Primary Education*. In his speech he clarified the significance of the enforcement of universal compulsory primary education and set the tasks for carrying it into effect.

Moreover, he said in earnest that in order to successfully put compulsory primary education into effect every child of school age should be looked for and registered, the building of schools be continued vigorously, and the production of the teaching aids, teaching materials and school things and the compilation of textbooks be brought in step with it.

Later, on October 11, he visited a primary school in Manpho County, a mountainous area far away from the capital, and

acquainted himself with how things stood with the search and registration of children of school age in mountain villages and preliminary education of them. Then he went straight to the Kanggye Pencil Factory and stressed the need to improve the quality of pencil.

The members of the preparatory committees in all parts of the country who were deeply moved by the energetic and intelligent guidance of President Kim Il Sung pushed forward dynamically the preparatory work for universal compulsory primary education as an all-people undertaking. In this way, they could carry out the work of reexamining and registering all children from seven to fifteen years through three stages of preliminary and practical examination and reexamination.

The people of all walks of life including workers, peasants, merchants, enterprisers and housewives who were moved by the love of President Kim Il Sung who wanted to meet their centuries-old desire donated manpower, materials, patriotic rice and money, and in all fields of the national economy campaigns for printing textbooks and producing teaching aids and school things were vigorously launched.

As a result, already in the autumn of 1948 94.3 per cent of children of school age entered primary schools, and in the new school year of 1949 359,485 children were admitted to them. Thus, all children of school age were put to school.

Basing himself on this achievement he called a meeting of the Cabinet of the Republic in January 1950. There he gave a resume of enforcement of the law of the Supreme People's Assembly for universal compulsory primary education and adopted a decision on finishing the preparatory work for new school year and completing the preparations for universal compulsory primary education until August 15, 1950.

About this, under the headline, "Everything Is Ready for the Enforcement of Universal Compulsory Primary Education,

4,038 Primary Schools Secured”, *Rodong Sinmun* dated June 23, 1950 reported the preparatory work for universal compulsory primary education which was successfully carried on at a final stage. This sacred undertaking for the future of the country and the prosperity of the nation was interrupted by the war of aggression on Korea which was ignited by the US imperialists, the sworn enemy of Korean people and disturber of world peace, and their stooges on June 25, 1950.

4) Establishment of Mangyongdae Revolutionary School, Work for Bringing Up the Bereaved Sons and Daughters of Revolutionaries to Be Pillars of the Country

Giving Guidance to the Work for Establishing the School

In the eventful days when he was pressing the great work of founding the Party, state and army in the liberated homeland, President Kim Il Sung could not forget even a while the problem of education of the bereaved of the revolutionary soldiers killed in the period of anti-Japanese revolutionary struggle, who placed them under his care, breathing their last.

He visited his dear native home after 20 years’ absence.

On behalf of the villagers an old man asked him to establish a secondary school in historic Mangyongdae where he was born and spent his childhood.

At this, all those present agreed with him on this. After

hearing the opinion of the villagers he was lost in deep thought for a while and grasped the old man's hands before he said:

“We should establish schools in all parts of our country and educate the sons and daughters of the poor people who were exploited and oppressed. It is desirable to establish a school in Mangyongdae so as to educate the bereaved sons and daughters of the revolutionaries who had laid down their lives in the fight against Japanese imperialism, shedding blood, in order to regain our deprived country.

“In this way, we should bring them up to be the pillars of a new country.”

This is how the proud history of Mangyongdae Revolutionary School, the cradle of happiness of the bereaved children of revolutionaries which was born in our country for the first time and the brilliant course of the education of bereaved children of revolutionaries began.

President Kim Il Sung's policy for bringing up the bereaved sons and daughters of revolutionaries to be the pillars of the country and the pivots of revolution embodied the steadfast revolutionary stand with which to carry out the revolution to the end through generations.

Moreover, it embodied his noble revolutionary fidelity to his soldiers and his warm paternal love for the bereaved sons and daughters of revolutionaries and younger generation.

The revolutionary fighters who had risen in the sacred war to liberate the fatherland left their all to President Kim Il Sung even at the moment when they breathed their last on the field of hard-fought battle against Japan or in the enemy's torturing chamber and died a heroic death, asking him to educate their sons and daughters and bring them up to be admirable revolutionaries after the liberation of the country.

He kept their dying words deep in his mind. He regarded meeting their wish as revolutionary obligation and ethical duty

and sacred work of communists and looked on education of the sons and daughters of revolutionary martyrs as a task of primary importance in a great deal of work for building a new society.

In the first days of the building of a new society he took a state measure without delay to push forward preparations for establishing the revolutionary school in earnest. In late March 1947 he called a meeting of the People's Committee of North Korea and adopted a decision on organizing the preparatory committee for establishing the Pyongyang School of Bereaved Families of Revolutionaries and gave detailed instructions concerning the work of the preparatory committee.

He said that we should look after the bereaved sons and daughters of the revolutionaries who were killed in the sacred war to liberate the country and that we should establish the school of bereaved children and find out all of them and educate them. Then he told in earnest that they were in rags and suffered from hunger in the past so they should be provided well with food, clothes, shoes, bedrooms and beddings and that the school be built modernly and best facilities and furnishings supplied there. In addition, he made detailed mention of the problems arising in the preparatory work for establishing the school such as erection of school building, drawing up of educational programme and selection and assignment of teachers.

After organizing the preparatory committee for establishing the school he often acquainted himself with its work while assigning tasks and greatly helping toward their fulfilment.

First of all, in order to find out all bereaved sons and daughters of revolutionaries who were dispersed at home and abroad he had the prospectus of registration of students of the school of bereaved families of revolutionaries carried in a paper and propagated widely this by radio broadcasting. On

April 5, 1947 he called the director of the Bureau of Culture and Propaganda and advised him to organize lecture meetings on a broad scale so as to make officials and people have a correct understanding of them and conduct this work on an all-Party and nationwide scale.

Under the headline, *The School of Bereaved Families of Revolutionaries Will Open on September 1 for the Bereaved Sons and Daughters of Patriotic Revolutionary Fighters Who Devoted Their Lives for the Liberation of the Country* newspaper *Rodong Sinmun* dated June 8, 1947 published the opening of the school and carried the important points of registration of its students which was given out by the Bureau of Education of the People's Committee of North Korea. They indicated that all of the bereaved sons and daughters of revolutionary fighters would be admitted into it and the students were excused from all charges including tuition and the state would provide them with all conditions needed for study and life.

While directing propaganda for the opening of the revolutionary school and registration of its students, he dispatched revolutionary fighters to the revolutionary battle sites in vast areas of east, north and south Manchuria, to say nothing of the interior, to fetch all of the bereaved children.

One day, he called a fighter in charge of the work of provincial Party committee and said in earnest that he should transfer his duty to someone else and go to the area of east Manchuria where he fought in the past and that many children of his comrades-in-arms who fell in battle might be there so he should find them out as soon as possible to send them to the school.

The officials who were dispatched like this were not small in number.

Sending them off he told warmly that if they went to Wangqing they could find out the son of somebody who was

killed in a battle and if they went to other place they could discover the children of certain persons who died a heroic death, so they should locate their whereabouts and fetch them without fail even if it would take many days.

A revolutionary fighter who shouldered an honorable task assigned by him and was dispatched to the area of east Manchuria wrote recollecting those days:

“... Cherishing in mind the ardent desire of great President Kim Il Sung for finding rapidly the bereaved families of revolutionaries I arrived at the area of east Manchuria. Immediately I sent people to many places and advertised widely by newspapers. In this way, I gathered more than a hundred bereaved children and sent them to the school in a short time.

“After this, President Kim Il Sung sent his autograph letter to me, asking me to continue to find and send them.

“The letter reads:

“... I have met the bereaved children of revolutionaries whom you gathered and sent in May. They were very fine.

“Whenever we think of the comrades who died soldier’s death for the liberation of the fatherland, we cannot forget their bereaved children. We should educate well the bereaved sons and daughters of revolutionaries, the masters of future, and bring them up to be indomitable revolutionaries like their parents.

“You should gather all of the bereaved children in east Manchuria and recommend and send them to Pyongyang School of Bereaved Families of Revolutionaries.

Wishing you good health,
Kim Il Sung”

“To meet his desire I continued to find and send the bereaved children to the school.

“Not only I. To discover them he dispatched many offi-

cials from immediately after liberation, and also after I went there it was frequented by many visitors.

“Thanks to this measure of his the bereaved children who were dispersed in various places began to come to the school in the summer of 1947.”

Told that they arrived at the school, he came to it early in the morning on August 3.

He acquainted himself in detail with how many children came, to what extent the school building was furnished and how much the preparations for the opening of school progressed, and then received the students.

He met more than 30 students who came from various places one by one. He asked them what work their fathers did and when and where and how they were killed, and encouraged them, saying that they should study hard to become the pillars of the country.

While hastening the preparations for the opening of school he paid deep attention to building up the teaching staff of the school with good men.

The teaching staff should not only have the quality of the educators who bring up the bereaved children to be staunch revolutionaries but also become the real parents who give them good advice and take warm care of them in place of their departed parents.

The following fact shows how he put his heart and soul into picking out good teachers for the school.

He met many officials in the centre and localities for a likely rector of the school. One day in July 1947 he selected an official of provincial Party committee as a person fit for the post while giving on-the-spot guidance in a far-off locality.

Appointing him the rector of the school he warmly said to him: **“It was very difficult to select a rector who would bring up the students of the school like his real sons and daughters....**

“Rector! Take good care of precious students and bring them up to be fine revolutionaries, please.

“Love them like your children, please.”

Later, he selected the best officers from among the first graduates of Security Officers School and sent them as the instructors of the school and picked out excellent teachers throughout the country to appoint them teachers in charge of general subjects.

Under his warm care the preparatory work for establishing the school was successfully promoted and at last its establishment was announced to the public.

On October 12, 1947 he attended the inaugural ceremony of the school. He took on the rostrum amid the enthusiastic applause of the students and bereaved families and delivered a historic speech.

In his speech, he recalled the earnest request of the forerunners of our revolution they had made breathing their last in the sacred war for the liberation of the country, to the effect that though they could not see the independence and liberation of the country, if the country was liberated, their children would be brought up well to be the fine servants of the people, and exhorted them to become fine cadres of a new Korea, taking over the will of their parents.

After the inaugural ceremony he saw a march past, athletic meeting and art performance of students and made a tour of classrooms, dormitory, recreation room and dining room before leaving the school.

Erecting a New School Building in Mangyongdae

After the inaugural ceremony of the school President

Kim Il Sung further expedited the erection of a new school building in Mangyongdae.

One day in late January 1947 an official of the People's Committee of South Phyongan Province made inquiries, saying how it would be to use the rice donated by the peasants out of patriotism with the pleasure of having done farming in the first year after the distribution of land for the living expenses of factory and office workers.

Informed of this, he said to him that the rice fraught with the passionate sincerity of the peasants should not be wasted even a grain and a building where the bereaved children of revolutionaries would be educated should be erected with it attractively.

His word was fraught with his sincere intention to conduct the work for training the bereaved children of revolutionaries into cadres who would succeed to the generation of revolution with nationwide and all-people efforts and to make the great patriotic enthusiasm of the peasants immortalized in the history of the country.

Later, in March 1947, he went out to Mangyongdae to see the site of the school. Upon arrival at it he went up Song Hill he had been to the other day. He said to the officials accompanying him:

"The school of bereaved children should stand in the best place.

"That is the best stand for the school.

"It fronts on Mangyong Peak with the Taedong River at the flank and commands an extensive view so it affords a fine prospect."

This is how a spot of unparalleled beauty in Mangyongdae came to be fixed as the site for the school.

Next day, the ground-breaking ceremony for the school was held in a grand style.

Informed of this, people of all walks of life, all ages and both sexes, vigorously launched the campaign for donation of articles, money and cloth and aid through labour for the education of the bereaved children of revolutionaries. Factory and office workers and students in Pyongyang and South Phyongan Province and peasants around Pyongyang actively assisted through labour the construction work of school on holiday or in farmers' slack season. Peasants donated surplus grain, private entrepreneurs and merchants and manufacturers money, and women cloths and straw bags. Even members of the Children's Union collected and donated nails and tools in the hope that they would be a help to the building of the school.

Despite the claims of his busy life he often visited the construction site and guided the building of the school in detail.

One day when foundation work was at its height he came to the construction field and grasped the muddy hands of builders one by one. He said that if a stout building was to be built, its foundation should be solid and that the school building is a historic one so they should lay its foundation solidly with the feeling of erecting a monumental edifice. One Sunday when all the builders enjoyed the holiday he came to the vicinity of a ferry. Seeing the bricks to be used as walling materials were not good in quality he telephoned a brickyard saying that the school would educate precious students who would become the pillars of the country in the future so good bricks should be sent.

He paid attention to everything, big and small, which was related with the building of the school, such as the dimensions of playground, the size of gateway, the slant of staircases, and a door handle.

Thanks to his detailed guidance and deep solicitude the new building of the school was completed successfully in a lit-

tle more than a year.

In late October 1948 the ceremony for the completion of the building of the school was held in a grand style in Mangyongdae in his presence.

That day he cut the ribbon at the ceremony for the completion of the new school building and made a tour of all its rooms. Then he went to the wrestling site of students and spent a good time and attended the banquet which was held in celebration of the ceremony and gave a precious teaching.

After spending a day with the bereaved children of the school, he went to the edge of the Taedong River under the setting sun. Gazing at the school building which was dazzlingly bright under the rays of the evening sun for a good while, he said that he seemed to have discharged his duty as father now. Then he took some steps and dried his tears with a handkerchief in silence and after taking another step brought a handkerchief to his eyes again. He said to the officials:

“When I came to the school, the students used to hand on me calling me ‘father’. Whenever I saw this, I could not keep back my tears. So I thought that the best school in the world should be built for the students and usually visited the construction site of the school....

“We have carried out the will of our deceased comrades only today.”

With this, he sat on the edge of the cliff and watched the stream of the Taedong River for a good while, filled with deep emotion, before making meaningful remarks:

“We should bring up fine native cadres in this school so that our generations can be succeeded forever.

“If we want to continue the revolution, we should rear its reliable reserves and, in particular, bring up well its pivots.

“So, we cannot be content with the erection of a fine building, thinking that all is well.

“Let’s take better care of those students in the future.”

Becoming the Real Father of Bereaved Children

President Kim Il Sung became the real father of the bereaved children of revolutionaries, all students of the school, and scrupulously looked into all aspects of their life and study and did things for them as much as he could.

One day in October 1947 when autumnal coolness began to reign, he worried about the preparation of the school for coming winter months and visited it.

In the school he acquainted himself in detail with if cabbages for pickling were supplied, how matters stood with heating equipment and if coal was provided adequately. Then he told the officials of the school to rapidly procure cabbages and pickle them, cover the coal with earth so as not to be frozen and heat water so that all students could wash their faces with hot water in winter. Several days later, when vegetables were pickled for the winter in the school he again visited it with Kim Jong Suk, anti-Japanese heroine, and helped pickling and showed concern for the work of it. Looking at the students of high class doing pickling he said to them that pickles of chopped radishes were tasty when pickled oyster was put in them a great deal and pickled cabbages were nice when a great deal of radishes were put in them.

When a pleasant thing happened to him or he encountered a difficulty, he thought of the bereaved children of revolutionaries before anybody else, and when a special food was served to him on holidays he recalled the students of the school and visited them. He observed the New Year’s Day of 1949 and 1950

with them. On January 2, 1949, towards evening, he dropped in at his native home in Mangyongdae for a short time. His grandmother served him with noodle, his favorite food.

At noodle table he recollected the bereaved children of the school. He immediately sent for them, one to every class. He let the students who had come at his call into the room, placing a bowl of noodle before each of them, and told them to help themselves to it though they declined, saying that they had taken supper.

On the New Year's Day of the next year, too, he spent all day with the students of the school.

On January 1, 1950 he recollected his revolutionary comrades-in-arms who passed away without seeing this day and could not take spoon. He seemed to be relieved a little if he saw just the faces of their bereaved children. So he called them to his residence. He treated them to a meal. When they ate up the meal, he took them to the next room and played the *Children's Union March* with the organ.

Feeling boundless happiness and pleasure under his care they sang the song to its tune at the top of their voices.

Later he called the meeting of the Political Committee of the Party Central Committee on January 22, 1949, in order to train them better into staunch communist revolutionaries as the Party wanted to.

In the meeting he made a historic concluding speech entitled *On Improving the Work of the Mangyongdae School for Bereaved Families of Revolutionaries*.

In his speech he clarified the character and mission of the school and showed the tasks and ways for training the bereaved children of revolutionaries into indomitable revolutionaries.

His speech was a historic document which marked a new epochal turn in the work of the school. A new change was

brought about in the instructional and educational work of the school for implementing his teachings and the work of educating bereaved children of revolutionaries. The school firmly equipped all of the bereaved children with his revolutionary idea and educated them in the revolutionary traditions of our Party which were built up in the period of anti-Japanese revolutionary struggle and thus trained them into the guard detachment and death-defying corps boundlessly faithful to him everywhere and at all time like anti-Japanese revolutionary predecessors.

At the same time, the school intensified among them class and revolutionary education to make them not forget their class status and the will of their parents who had devoted their noble life in the struggle against the enemy and let them have boundless hatred for the class enemy including the US and Japanese imperialists, landlords and capitalists by intensifying the organized life of the Democratic Youth League and the Children's Union, relentless fighting spirit, and the sense of revolutionary organization and rigid discipline.

The school afforded a correct understanding on nature and society and gave a sufficient knowledge on general basic science. In addition, it put emphasis on military training. Thus it trained all of the bereaved children of revolutionaries to be able military personnel and political workers and reliable builders of the economy and culture who would jealously defend the revolutionary gains which were won with blood and carry forward the revolutionary cause of Juche.

Indeed, the School of the Bereaved Families of Revolutionaries which rose to the sky at historic Mangyongdae, propped by the boundlessly lofty intention and love by him was the guarantee of the happiness of all bereaved children and the revolutionary school to train the pivots which would carry forward our revolution.

5) The Struggle for Creating Centres for Training Native Cadres

The Policy for Creating Centres for Training Native Cadres

One of the things that troubled us most in the building of a new society after liberation was the shortage of cadres.

Able men and knowledgeable technicians were needed everywhere but we had few intellectuals.

In the past the Japanese imperialists did not provide condition for the colonial countries to train native cadres. In the period of Japanese imperialist rule there was only Kyongsong Imperial University in Seoul. After liberation, the intellectuals who had been scattered in south Korea and abroad, to say nothing of those in north Korea, gathered together there but they were so small in number that one could count them on one's fingers.

In these conditions, unless we trained our native cadres and technical personnel rapidly, we would be unable to eliminate the technical and cultural backwardness left over from the old society and successfully solve the problems arising in the building of a new society.

Deeply penetrating into the importance of training of cadres in the building of a new society, President Kim Il Sung mapped out a plan, in the first days after he had returned home in triumph, to train new cadres of worker and peasant stock in a short period of time with our own efforts.

On November 3, 1945 he attended a mass rally of stu-

dents and youth in Pyongyang and met educational workers. He had a talk with them under the title "On Establishing a University". He said:

"A university is badly needed under the present conditions. A university will make it possible to train simultaneously the cadres who will work in all fields of political, economic and cultural life. Being the first, it will serve as the foundation for building many colleges in the future in quick succession. It will be our main cadre-training centre and serve as the parent body for building colleges in the future." (Kim Il Sung, *Works*, Eng. ed., Vol. 1, p. 340.)

His remarks represented a policy for establishing our cadre-training centre suited to the needs of our revolution and the actual conditions of our country.

In building cadre-training centres it was common to set up colleges devoted to important branches one by one and, on this basis, to establish universities. However, this was not suited to the actual conditions of our country after liberation which required to train simultaneously in a very short period of time technical personnel necessary for all fields of the national economy. In order to meet the needs of actual situation, it was necessary to find out a new way though this was a strange and difficult job, instead of relying on the existing method and giving way to traditional idea.

In fact, in those days the economic situation of our country was very difficult. We were short of instructors needed for a university and had no experience in running it.

In these conditions it was very hard to set up colleges separately. This might disperse our forces and make it impossible to establish even a college properly.

So, to produce more results by using to the maximum small assets, a university which could be the parent body of all colleges should be established.

If we established a university first, we could increase the number of instructors and accumulate experience in the course of running it and rapidly increase colleges in various fields with it as an asset.

Taking such requirements of our revolution into account he put forward a policy of setting up a university first and establishing many colleges with it as the parent body, and opened the shortest way for successfully training, in a short period of time, cadres needed for all fields.

Birth of the First University; the Eldest Son of Democratic Campus

President Kim Il Sung unfolded bright vistas of building cadre-training centres and saw to it that preparations were accelerated for the establishment of a university.

But the preparatory work was confronted with difficulties and hardships from the beginning. The fund enough to build the university was not laid up and its teaching staff and education facilities were insufficient.

The dogmatists and sycophants towards great powers who did not believe in the policy of our Party and turned only to the things of others and anti-Party, counter-revolutionary sectarians were doggedly opposed to the establishment of the university, babbling that "it is premature to set up a university in such a backward country as ours" and that "it is the best way to send students to progressive countries to learn from their science and technology."

But he smashed their obstructive machinations and pushed ahead in earnest with the preparatory work for the establishment of the university.

Here the problem of teaching staff posed a difficult problem in those days.

The preparatory committee for the establishment of the university traced rumours throughout north Korea and nominated and invited those eligible as instructors. But, originally, intellectuals were small in number, and it was impossible to run the university with some instructors.

In these conditions, officials proposed him to invite professors from other countries.

At this he said emphatically that we could invite, if necessary, but, before thinking of it, we should think how we were able to run the university with our own efforts and take measures to do so and that we were fully capable of establishing and running the university with our own efforts and should do so without fail.

He made an appeal to scholars in north Korea and, on the other hand, instructed them to fetch all the patriotic and progressive ones from among scholars and educationalists in south Korea who wanted to come to north Korea and work there to help towards the building of a new democratic Korea. He issued a letter of commission in his name, nominated even scholars in south Korea and took measures to fetch them.

Letter of Commission
To Mr. x x x

I entrust you with the duty of instructor of Kim Il Sung University in north Korea.

Kim Il Sung, Chairman of the
Provisional People's Committee
of North Korea.

The instructors and scholars in south Korea were deeply

moved with the letter of commission in their hands and hurried to Pyongyang, shedding hot tears. Most of them were the progressive scholars and instructors who had fought against the reactionary policy of the US imperialists and their stooges and crossed over the 38th parallel through the deadline in search of a new life.

Despite the claims of his busy work for building a new Korea he met them one by one and assigned them the honourable task of establishing the university and was warmly concerned for their dwellings and family life.

Under his energetic guidance and warm care our people could overcome manifold difficulties and thwarted all kinds of obstructive moves of the enemy at home and abroad and successfully carry out the preparatory work for establishing the university in some months, not in one or two years. In this way, on September 15, 1946 the opening ceremony of the first university of the people was held in a grand style absorbing the great interest of the people and receiving their congratulations in his presence.

In this jubilant ceremony he delivered a historic speech *Be Competent Workers Dedicated to the Building of a Democratic State*.

In his speech he stated proudly that the founding of the university was a matter of honour to our nation and state and a great event marking a brilliant page in our history and pointed out the importance and need of cadre-training work in the revolutionary development of the country and the building of an independent, democratic state, the aim of founding of the university and the task of its instructors and students.

According to the unanimous will and ardent desire of the Korean people, the Provisional People's Committee of North Korea decided to name the university Kim Il Sung University after the august name of President Kim Il Sung, the hero of our nation and founder of the university.

On October 1, 1946 the founding of Kim Il Sung University was proclaimed.

With the founding of the university, a solid foundation was built to train new cadres coming from worker and peasant stock with our own efforts and broad vistas of rapidly developing higher education with it as the parent body was unfolded. In addition, a well-regulated democratic educational system ranging from kindergarten to university was established in our country, making it possible to display to a fuller extent the advantages and vitality of democratic educational system.

After proclaiming the founding of the university, he made unwearied efforts in order to develop it into a reliable centre of training cadres and into the parent body of colleges.

What he was concerned foremost after the founding of the university was the problem of its school building.

He was very upset, unable to provide the first students of the liberated working people with new school building.

At this time Kim Je Won, peasant in Hwanghae Province, initiated a patriotic rice donation movement. It was spread all over the country soon. Throughout the country the peasants donated a great deal of rice to the state as a token of gratitude to President Kim Il Sung who had met their century-old desire for land. In August 1948, the peasants who had participated in the movement amounted to over 16,700.

In the difficult conditions of the early period of nation-building when provisions and all other things were in short supply the rice donated by the peasants to the state became a valuable asset for the building of a new society.

He saw to it that a new building for the university was erected with the rice donated by the peasants with the pleasure of receiving land so as to commemorate their patriotic enthusiasm for a long time.

Seeing the draft budget which estimated the expenses of

erection of the building of the university at 30,000,000 *won*, he said that it was too small and added that he would allot 130,000,000 *won* out of the fund built up with the donated rice to erect a large school building.

At the sensational news that according to the solicitude of President Kim Il Sung a new grand building of Kim Il Sung University was to be erected, factory and office workers in all parts of the country assisted its construction.

Factory and office workers and even housewives and members of the Children's Union in South Phyongan Province, to say nothing of those in Pyongyang, came to the construction site with shovels and hoes on their shoulders and entrepreneurs, traders and industrialists together with the working people throughout the country contributed a large amount of fund to the building of the university.

He told officials that because the building of the university was of very great political importance, the construction of its building should be completed by all means before the new school-year of 1948, and, thus, the high patriotic enthusiasm and united force of the liberated Korean people be demonstrated widely at home and abroad once again. Then he organized a university construction company, and took a state measure so as to supply building materials in time. Further, he often visited the construction site and vigorously encouraged the builders and helpers.

In the period of one year ranging from the ground-breaking ceremony for the building of the university to its completion he gave the field guidance to the construction sites on no less than 16 occasions and this means that he visited the construction sites two or three times every month excepting the months when he was out to give the field guidance in localities.

Thanks to his energetic guidance the new building of

Kim Il Sung University came to tower imposingly on Ryongnam Hill, demonstrating its majestic appearance.

On October 10, 1948 the second anniversary of the founding of the university and the completion of its new building were celebrated grandly in the presence of President Kim Il Sung.

Amid the enthusiastic applause of the masses he cut the ribbon at the ceremony for the completion of the new building. He attentively looked round lecture rooms and laboratories on the floors from first to fifth and gave highly important instructions which serve as a guide to the work of the university.

That day he attended a banquet which was held in the lecture hall on the fifth floor in celebration of the completion of the new building.

Looking around at the attendants, he was greatly satisfied, saying: **"The building is erected finely. It is boastful that we, though being inexperienced in constructing a large building, have erected such a magnificent, modern building with our hands in a year."**

After a while he proceeded toward a table where there was peasant Kim Je Won and asked him to drink a glass and said, highly appraising the patriotic devotion of the peasants: **"The rice which the peasants donated with their whole heart has been turned into such a magnificent centre of learning. What a boastful thing this is!"**

He went on to say that we could not be satisfied with the erection of a modern building of the university and he wanted to build, in the future, a magnificent university village by constructing more magnificent and modern several buildings and thus offered a bright prospect of developing the university into the supreme sanctuary furnished well with educational facilities, for the development of education and science of our country.

In his many classic works including *You Must Learn and*

Learn to Be Excellent Cadres of the New Korea and *Let Us Train More Competent Native Cadres* and through his frequent on-the-spot guidance he deeply analyzed the aim, mission and characteristics of the university and comprehensively clarified its tasks for the work of instruction and management and the way to conduct it.

Thanks to his wise guidance, in October 1947 the university greeted the first anniversary of its founding. It had eight faculties, 39 courses and 93 classes with 3,813 students while at its inception it had seven faculties, 24 courses and 30 classes with 1,500 students. In 1948 the number of instructors more than doubled and their scientific and theoretical qualifications were improved and their experience in instruction enriched.

In addition, the material and technical foundations of the university were consolidated. All this showed that Kim Il Sung University was developed into a solid centre which could train cadres needed for the development of politics, the economy and culture in our country and into the reliable parent body which could produce colleges.

Rapid Expansion of Network of Higher Education, the Building Up of Cadre-Training Centres

When the university achieved a remarkable development and its teaching staff was augmented, President Kim Il Sung pushed ahead with the work for rapidly increasing the number of colleges.

One day in late June 1948 he said to a responsible official of the university that now it was quite possible to establish colleges with the university as the parent body and assigned him a task of taking a measure for separating some departments from it and setting up colleges.

In early July of the same year he saw that the “Decision on the Improvement of Higher Education in North Korea” was adopted at the 69th meeting of the People’s Committee of North Korea and took measures for increasing the number of colleges and improving higher education.

According to the decision the departments of technology, medicine and agriculture were separated from Kim Il Sung University to establish simultaneously three colleges such as Pyongyang College of Technology (Today’s Kim Chaek University of Technology), Pyongyang College of Medicine and Pyongyang College of Agriculture (Today’s Wonsan University of Agriculture). In this way, already in 1948 we had 11 universities and colleges with over 7,800 students and in 1949 more than 76,500 students were being trained to be able cadres for various fields in 15 universities and 55 colleges of technology.

What was desired yet in training our cadres by rapidly expanding the network of higher education was to admit the sons and daughters of workers and peasants to universities and colleges on a priority basis.

After liberation, thanks to the democratic reforms our workers and peasants became masters of the state, masters of land and factories, but their life who had suffered from poverty was not abundant enough to send their children to higher educational institutions. So, of the matriculates those who came from worker and peasant stock showed no so good percentage.

Informed of this, one day in May 1947, President Kim Il Sung called the instructors and students of the university and teacher training college to the building of the People’s Committee of North Korea and acquainted himself with their study and life.

That day he said that when we established higher educational institutions, we took a measure to admit into them the children of the workers and peasants on a priority basis who lived in poverty under Japanese imperialist colonial rule but

we failed to provide them with the conditions in which they could study without anxiety.

He stated that although the economic situation of the country was rather delicate, he intended to give, in the future, stipends to the entire students of colleges and half the number of university students. He said that he wanted to provide them with summer and winter clothes in addition to stipends. Then, he added, they could settle down to their studies.

Later, in late June 1947 he saw that the 40th meeting of the People's Committee of North Korea was held and the "Decision on Supply of Stipends to the Students of Universities and Colleges" adopted there. According to the decision a historic measure was taken to give state stipends to the entire students of preliminary course of the university and colleges of education and half of the number of students of the university and colleges of technology and other colleges from September 1, 1947.

As the economic foundations of the country were built up, state investment in education was systematically increased and in February 1949 the Cabinet of the Republic adopted the "Decision on the Increase of the Number of University Students on Stipends". According to this, he supplied stipends to 80 per cent of all the university students and to the entire post-graduates, thus providing better conditions for a lot of children of the working people to be trained to be cadres of the country.

In addition, he took a measure to establish and develop a higher educational system under which one devotes oneself solely to study and that under which one studies while on the job.

According to the measure taken by him to run correspondence course and evening colleges on a large scale, already in 1948 correspondence course was run in four universities including Kim Il Sung University and Pyongyang University of Education and more than 4,260 people received higher education there without being divorced from production. Pyong-

yang University of Technology, Pyongyang University of Agriculture and Hungnam University of Technology came to train many technicians through evening course.

Under his intelligent guidance the work of higher education made a rapid progress after liberation and Kim Il Sung University held the significant first graduation ceremony on December 28, 1949. Following this other universities produced graduates for the first time.

It was one of the greatest achievements our people had scored in the revolutionary struggle and the building of a new society that we had built up cadre-training centres and come to train, with our own efforts, cadres needed for politics and the economy, science and culture and all other fields in less than five years after starting from the scratch the building of university following liberation under the wise guidance of President Kim Il Sung. This became a precious asset and sure guarantee which made it possible to rapidly develop the revolution and construction in conformity with the aspirations and demands of our people and actual conditions of our country.

6) All-People Campaign against Illiteracy, Release from Ignorance and Obscurantism

The Policy for Anti-Illiteracy Campaign

President Kim Il Sung wisely organized and led adult education for wiping out illiteracy among the working people and raising their cultural and intellectual level from the first days of the building of a new society.

With national liberation and the progress of the building of a new state, the political enthusiasm and spirits of the people were sky-high. However, the overwhelming majority of them were illiterates who did not know how to write their names.

The villainous Japanese imperialists who had occupied our country trampled underfoot and obliterated our national culture and forced our people to be ignorant and benighted, with a view to making the Korean nation their permanent colonial slaves. At the time of liberation, there were more than 2.3 million illiterates in north Korea.

Without eliminating this evil aftereffect of Japanese imperialist colonial rule it was impossible to train the people to be those in charge of the building of a new society.

Giving careful consideration to the evil effect the Japanese imperialist colonial rule had exercised on education, its harm and the importance of wiping out illiteracy in the building of a new society, he put forward the policy of launching the anti-illiteracy campaign on an all-people scale.

On November 3, 1945 he said:

“At present the overwhelming majority of our population are illiterate. If we are to build a new prosperous country, not one illiterate person must remain. We should set up many adult schools and enable all the working people to learn how to read and write.” (*Ibid.*, p. 342.)

Total abolition of illiteracy, this was an honourable and worthwhile task for eliminating the survivals of the old society in which men suffered from ignorance and obscurantism and for training the working people into the real masters of the building of a new society who have independent ideological consciousness and creative ability, and the first historic task of cultural revolution which should necessarily be carried out for wiping out age-long cultural backwardness as soon as possible

and converting our country into a civilized, prosperous, sovereign and independent country.

The policy he put forward on launching anti-illiteracy campaign on an all-people scale covered, firstly, total abolition of the illiteracy of adults who passed school age, without distinction of age or sex, workers, peasants and housewives, secondly, close combination of teaching of Korean language with political work for raising the ideological level of people and practical activities for the building of a new country, and, thirdly, the carrying out of the work for abolishing illiteracy by launching on an all-society and all-people scale under the unitary guidance of the Party and the state.

Like this, the policy on launching anti-illiteracy campaign on an all-people scale expounded comprehensively the aim of abolition of illiteracy, choice of illiterates, substance and form of adult education, and fundamental principle and way to be followed in conducting it, in keeping with the actual condition of our country and aspirations of our people.

Establishment of the System of Adult Education

An important question arising in launching work for abolition of illiteracy was to set up schools of a new type where all illiterates could learn

Right after liberation, in our localities “adult schools”, “evening schools”, “workshop schools”, “Korean alphabet schools” and other schools of various forms were set up to teach youth and children and adults of all walks of life our language. As the name of schools was various, so their educational substance, standard, system and way of management were different from one another. In these conditions spontaneity and regional dispersiveness in the work for abolition of illiteracy

could be unavoidable without properly fixing the form of school and establishing a well-arranged system of adult education in keeping with the aim and nature of abolition of illiteracy.

In order to merge rationally adult schools of various forms and set up a new system of adult education, he ensured that the "Decision on the System of Adult Education and Workshop Education" was adopted at the meeting of the Provisional People's Committee of North Korea in April 1947.

According to this decision, Korean alphabet school (four-month system), adult school (two-year system) giving instruction of primary school standard and adult middle school (three-year system) giving instruction of middle school standard in which main stress was placed on abolition of illiteracy were set up. These schools were in the relation of succession and formed a well-arranged system of adult education.

Korean alphabet school was the institution of adult education of the lowest stage which aimed mainly at abolition of illiteracy. It obligatorily admitted all adults from 12 to 50 years old and taught the subjects of "people", "politics", "mother tongue", "arithmetic" and "song" for 2 to 3 hours every day in the period of 4 months. When one who finished the whole course of the school passed the examination of the completion of the course, his name was taken off the list of illiterates and he entered adult school, educational institution of higher grade.

With the establishment of the institutions of adult education at all levels including Korean alphabet school and guarantee of relation of succession among them according to the measure taken by him, well-arranged educational system and advantageous system of adult education which made it possible to successfully abolish the illiteracy of working people and continuously raise their cultural and intellectual level were set up in our country.

The work for abolition of illiteracy was a very difficult and complex task which was aimed to make all of the working people and the women who were tied down to household chores learn.

The successful fulfilment of this difficult and historic task which represented the revolution of great importance in the field of culture in the shortest period of time needed a powerful, unified guidance of the state.

Through the decision of the People's Committee of North Korea and many measures related with it he set up the Anti-Illiteracy Guidance Committee represented by all political parties and public organizations from the centre to localities. In this way, a powerful Central Anti-Illiteracy Guidance Committee was formed at the centre with the Director of the Bureau of Education of the People's Committee of North Korea as its head and with the responsible officials of bureaus concerned and representatives of political parties and public organizations as its members and province, city and county Anti-Illiteracy Guidance Committee in every province, city and county. And necessary departments such as department of general affairs, organization, propaganda, and publication were set up in the committee to control and guide the whole of the work for abolition of illiteracy in a unified way.

With energetic cooperation from political parties and public organizations province, city and county Anti-Illiteracy Guidance Committees examined and registered illiterates within their jurisdiction, worked out a plan for abolition of illiteracy and rationally distributed and set up Korean alphabet schools and other institutions of adult education in keeping with the actual conditions of their districts.

At the same time, they solved in a responsible manner the problems of teachers, school things, heating, pupils' attendance and lessons.

In the city of Pyongyang and every province the inspection committee was formed separately in order to regularly learn and inspect how the decisions and directives of the Party and the state on anti-illiteracy work were implemented and forcefully push forward their enforcement.

Through the Bureau of Education and other bureaus concerned and people's committees at all levels, the state compiled and published textbooks for Korean alphabet schools and adult education, produced various school things including pencils and trained teachers and personnel for guiding abolition of illiteracy.

Like this, with the establishment of well-arranged unified guidance system of the state for abolition of illiteracy anti-illiteracy work could be conducted on an all-people scale without deviation in our country.

President Kim Il Sung set a high aim of doing away with more than 2.3 millions of illiterates in the shortest period of time and saw to it through several decisions of the state that the period for anti-illiteracy drive was appointed and a concentrated offensive against illiteracy assumed.

According to his instructions, the Provisional People's Committee of North Korea adopted the decision on anti-illiteracy drive in agricultural districts in November 1946 in order to launch an anti-illiteracy drive for winter months (first stage) over a four-month period from December 1, 1946 to March 31, 1947.

In November 1947, through its decision on promoting the anti-illiteracy drive the People's Committee of North Korea set an aim of totally abolishing illiteracy until March 1949.

According to this decision, it set the period from December 1947 to March 1948 as that of anti-illiteracy shock-brigade drive (second stage) and the period from December 1948 to March 1949 as that of the last shock-brigade drive (closing stage).

Launching an anti-illiteracy shock-brigade drive for winter months in succession it aimed to give many illiterates adult education by utilizing farmers' slack season and ease the shortage of teachers by enlisting teachers and students in it in the period of winter vacation.

Under the wise leadership of President Kim Il Sung and the unified guidance of the state the work for abolition of illiteracy was successfully carried on from the start, with a visible prospect and targets by stages.

The All-People, Anti-Illiteracy Work

To do away with illiterates was not only indispensable requisite for the development of our revolution and the building of a new society but also the vital requirement of the people themselves and their ardent desire.

Our people who had suffered from exploitation and oppression and were destined to be "blind fools", deprived of the right to learning in the past did not want to put up with slavish submission and disgrace themselves as "ignoramus" again.

Proceeding from the popular character of anti-illiteracy work, President Kim Il Sung abided by the principle that people themselves become masters and solve all problems arising in this work.

True to his lofty intention, an all-people campaign was launched in all parts of the country to set up Korean alphabet schools with one's own efforts and teach illiterates how to read and write.

Korean alphabet schools and adult schools were set up in every place where there were illiterates, irrespective of factories, enterprises, mines, rural communities, fishing settlements,

streets and villages.

Even the offices of workshops and adjoining rooms of dwelling houses, to say nothing of public halls, clubs and reading rooms were used as Korean alphabet schools and they were furnished with desks, chairs and blackboards. Workers donated money to spare for setting up Korean alphabet schools and peasants sold surplus farm produce and bought kerosene and carbide for the schools.

Amid such patriotic enthusiasm of the entire people no less than 8,061 institutions of adult education were set up all over the country in August 1946, extending from Pyongyang, the capital, to the remotest mountain areas such as Yangdok and Maengsan, to make it possible for more than 413,000 illiterates to receive education.

About the establishment of schools for abolition of illiteracy and their management in those days, a newspaper wrote under the headline "Even a 50-Year Old Granny Learns A,B,C":

"... The coal mine opened a night class in last July and over a hundred people took lectures there. After it was raised to the status of adult school in November more than 170 women and girls gather there and learn compulsory subjects such as Korean language, people, arithmetic and song for three hours from 7 to 10 p.m.

"They have come to possess fair knowledge in less than a few months.

"On the front of classroom is the portrait of General Kim Il Sung and it was flanked by the slogans 'Let's learn and work, and work and learn!' and 'Illiteracy is the disgrace of liberated Korean women'. Among the learners there are 15- or 16-year old girls and even a granny who is over fifty. They all study hard. This shows that the women who enjoy the equality of the sexes do not lag behind men."

What is also important in running Korean alphabet schools and adult schools was to alleviate the dire shortage of teachers.

In hearty response to President Kim Il Sung's teaching that teachers and intellectuals should take the lead in anti-illiteracy campaign, they played a pivotal role by serving as teachers of various adult schools in the night while doing their own work in the daytime. Nevertheless, the increasing demand for teachers could not be met with professional educationalists alone.

In particular, when the anti-illiteracy shock-brigade drive for winter months was at its height, the teacher shortage was made even more critical.

He solved this difficult problem successfully by enlisting the revolutionary enthusiasm of the masses and applying the principle on which literates teach illiterates.

He saw to it that competent persons selected from among the officials of political parties and public organizations, to say nothing of teachers of schools at all levels, were nominated and dispatched as the teachers of Korean alphabet schools and adult schools through the decision of the state and, at the same time, their educational and practical qualifications were improved by widely organizing a short course, demonstration lectures, a model lecture and a meeting for study of classwork.

Also, in the period of anti-illiteracy drive for winter months he made students at all levels including college students take part in anti-illiteracy work, thus training them through socio-political activities, and alleviating the shortage of teachers.

One day in December 1946 when the first anti-illiteracy campaign for winter months was launched in earnest through the decision of the Provisional People's Committee of North Korea, he assigned to an official of the university an hon-

ourable task of making its students participate in anti-illiteracy work and said:

“University students should take the lead in anti-illiteracy work....

“It is good for them to take an active part in such social work and train them politically and ideologically, teaching the people and learning from them.”

He also told in detail about the problems arising in the preparatory work for dispatching the students to localities and in guidance over and stocktaking of anti-illiteracy work and showed such great favours as providing all of them with new school uniforms before their departure. The students of Kim Il Sung University who received his love held a rally immediately to implement his teaching and called on college students of the country to go all out in anti-illiteracy campaign.

In this way, the students of universities and colleges including Kim Il Sung University and Pyongyang Teacher Training College and the pupils of middle schools stood on the platform as the lecturers of Korean alphabet schools and adult schools in the period of winter vacation and young pupils of middle schools and members of Children’s Union of primary schools formed the “team for encouraging attendance”, “propaganda team” and “singing party” to give encouragement to their grandparents and mothers and guide them into schools and, thus, greatly contributed to securing their perfect attendance.

As a result, in one year of 1946 556,000 working people studied in 16,178 adult schools and in the period of the first anti-illiteracy campaign for winter months alone which was conducted until March 1947 500,000 illiterates received education. Thus, already more than 800,000 people came to rid themselves of centuries-old illiteracy.

In this period, they learnt Korean language and came to

be able to read newspapers and magazines. Moreover, they came to take part in socio-political life and the building of a new country with higher political enthusiasm and awareness by studying President Kim Il Sung's works and the policies of the Party and the state and the political situation of the country.

However, this only marked the first step in the struggle for eliminating survivals of the old society.

Still, two thirds of illiterates remained and most of them were women in rural areas or persons in middle or declining years.

Under the influence of old feudal customs and owing to their age they did not actively participate in the anti-illiteracy campaign and lacked confidence in study.

Whether illiteracy could be totally abolished or not in a short period of time depended on how to enlist them in a vigorous mass anti-illiteracy campaign.

Grasping such actual conditions of the campaign he developed it to its higher stage by the method of creating a model in a unit and popularizing it.

The mass anti-illiteracy movement which was widely known as a "Ri Kye San Movement" started on his initiative.

One day in early August 1947 he had a guest unexpectedly.

The guest was Ri Kye San, a woman peasant in the remote mountain village of Oktong-ri, Phyonggang County, Kangwon Province, which is far away from the capital. As a farmhand of a landlord she suffered from maltreatment from infancy. After liberation she raised crops in her own land and came to be well-off thanks to the agrarian reform, for the first time in her life. Thinking that it was human obligation to meet him who had given her land and a worthwhile life and extend greetings to him, she came all the way to him with two *mal* of wheat and one *mal* of potatoes which she had chosen from

among the cereals she raised with devotion on her head.

Told the whole story about her visit to him, he warmly greeted her.

He said that it was grateful to have brought cereals but it would be all the more grateful if she used them for the building of a school in her village and asked her about the details of farming conditions and peasant life in it.

He changed the subject and asked her what she was studying and if she read the newspapers. Ri Kye San could not answer and dropped her head deeply.

She said: "General, I don't know how to read and write yet."

He was lost in thought for a while and exhorted her:

"Each and every Korean must become able to read the letters of our language. To this end one must study...."

"You must study. It is not too late for you."

"When you go home, go to Korean alphabet school."

"When you are able to read our language, you will really become a human being, and capable even of attending to the affairs of the state."

She felt a lump in her throat, receiving his love.

She raised her head and said cheerfully:

"I will learn to read as you have told me."

At this he said: **"Then, you make me a promise now. Promise that you will learn to read in three months and write me a letter written personally by you. Can you promise that?"**

When she told him that she would do it without fail he was satisfied very much and encouraged her, saying: **"Conquer your own illiteracy and then appeal to all the people to spread the anti-illiteracy movement."**

She was greatly encouraged by his words.

She went home to her village with a firm determination.

As she pledged before him she studied in field during the daytime and attended Korean alphabet school before anyone else at night. To get familiar with the Korean letters, she marked jars and iron pots with their names and while feeding the fire at the fire place in the kitchen, she practised writing with the poker.

In this way, she became able to read our language freely in three months and true to her word she wrote a letter to him with her whole heart.

General Kim Il Sung!

Only now I become able to write a letter to you. True to your word that I should write a letter and send it to you I have studied hard. Now I can read newspapers somehow.

General, my livelihood is improved as the days go by. I have had a good crop of rice, bean and red-bean in the field which you gave me. I have cattle which I have lacked so far. I breed pigs, too. Raising cattle and pigs is really interesting.

We have built a new school....

General, I have become well-off and learnt letters so I am tasting the real worth of living.

In the future, too, true to your instructions I will learn more and work harder....

On November 20, 1947 when she mailed her letter to him a rally of activists for elimination of illiteracy was held in Phyonggang County.

At the rally Ri Kye San told in detail about how she had striven hard to conquer illiteracy in hearty response to his teaching and read aloud her letter to him. This was followed by the adoption of an appeal to all the illiterates and working people of the country to make them go all out in the anti-illiteracy campaign.

He was very pleased to receive the letter and addressed a

letter of high praise and encouragement to her and sent her a precious gift.

This stirring news travelled throughout the country through the newspapers and radio in the centre and localities.

The anti-illiteracy campaign which started in Phyonggang spread fast throughout the length and breadth of the country and all illiterates attended Korean alphabet schools and the voice of learning flowed out of every village.

Like this, he trained an ordinary woman peasant into a pioneer in eliminating illiteracy and gave wise guidance so that her model was generalized, thus turning the anti-illiteracy campaign into the work of popular masses themselves and developing it to its higher stage.

The mass anti-illiteracy campaign initiated by him reached its climax in the period of shock-brigade drive for winter months in 1947-1948 and demonstrated its vitality to the full.

In this period, more than 34 million officials of political parties, public organizations and government organs, scientists, men of culture, teachers and students in total were mobilized and achieved such a remarkable success as to make 950,000 illiterates cast off their ignorance. Thus, 2.1 million working people emerged from the darkness of ignorance. This meant that illiteracy was, in the main, eliminated in the northern half of the Republic. When it was considered that in those days more than 11 million illiterates remained intact in south Korea, the achievement of our Party and people was really wonderful.

Total Abolition of Illiteracy

President Kim Il Sung did organizational and political work meticulously not only to totally abolish illiteracy by fol-

lowing up the success achieved in the period of anti-illiteracy shock-brigade campaign but also steadily enhance the cultural and intellectual level of working people as a whole.

He took a measure to set up a central anti-illiteracy exhibition in order to intensify the work of propaganda and education.

According to his plan, in May 1948 a central anti-illiteracy exhibition was held in grand style in Pyongyang, the democratic capital.

On May 22, 1948 he visited it though he was fully occupied with the affairs of the state.

He saw various graphs on the walls and said that it was a remarkable success to have eliminated over 2 million illiterates in the period of less than three years after liberation. He added with satisfaction that this was the result that both of those who learned letters and those who taught them displayed a high degree of conscious enthusiasm for carrying out a national task in hearty response to the appeal of the Party.

On display were 92,150 letters in which those enrolled in Korean alphabet schools expressed their thanks to him who led them from obscurity to brightness.

He read some of them and examined a graduation photograph of Korean alphabet school displayed below them. He saw the examination papers of learners in Korean alphabet schools including the school in Okkang-dong, Kasan Sub-county, Uiju County, North Phyongan Province which made a good record on a national level.

Presently, he said that people would be unable to forget the deep emotion and happiness they felt when they had rid themselves of illiteracy and added that they came to be able to write their names and letters for the first time after their birth and this was a revolution in their politico-cultural life.

He made a tour of the exhibition and said before leaving it:

“As we complete the job to abolish illiteracy in the near future and develop adult education at a higher level, we intend to introduce universal compulsory primary education from 1950 and thus enable all working people to acquire the general knowledge of a child who has finished primary school. More Korean alphabet schools and adult schools should be set up and adult education should be conducted extensively so that illiteracy will be swept away and, at the same time, those already freed from ignorance should be allowed to enter adult schools to continue studying.” (Kim Il Sung, *Works*, Eng. ed., Vol. 4, p. 279.)

The instructions he gave looking round the exhibition and his talk with its officials *Let Us Further Consolidate and Develop the Successes Achieved in the Campaign against Illiteracy* served as a banner which greatly encouraged all our officials and working people to totally abolish illiteracy.

In late May 1948 over 26,000 people enrolled in adult schools in the city of Pyongyang held a rally in Pyongyang Stadium and appealed to the entire people to totally abolish illiteracy by implementing his instructions without fail.

Amid the upsurged political enthusiasm of the entire working people the campaign for anti-illiteracy and adult education for winter months was conducted in the period from December 1948 to March 1949.

The main task to be carried out in this period was, first, to triumphantly end off the anti-illiteracy campaign by totally eliminating illiterates still to be found, secondly, to stave off a danger of literate people's being reduced again to illiteracy and, thirdly, to raise the cultural and intellectual level of working people to that of a graduate of primary school in the shortest period of time by putting stress on adult education at the

same time with the preparation for the introduction of the system of universal compulsory elementary education.

According to the measure taken by him the state reorganized the networks of Korean alphabet schools so that they were convenient for the working people in attending them and could admit the remaining illiterates. In consideration of the fact that many of them could be found among the inhabitants of remote mountain areas and lone forestry workers' villages and those from the south of 38th parallel and northeastern regions of China, the schools were distributed mainly in them.

At the same time, the state saw to it that the institutions of adult education improved the quality of instruction and introduced the system of state examination for graduates.

In addition, as the number of literates increased ceaselessly the state took a measure to set up adult schools and adult middle schools. much more and establish one-year short-term adult schools. They were the institutions of elementary adult education which enabled the working people who had left Korean alphabet schools and were freed from illiteracy to complete the course of elementary education in a short period of time according to their qualifications and desire. The schools covered lower, middle and upper classes, whose term of study was four months respectively. According to their qualifications and desire, the working people could be enrolled in any of them and receive elementary education in a short period of time. Because of these advantages short-term adult schools became popular among the working people. In the period from 1948 to 1949 alone, 1,911,000 young working people finished the course of primary education successfully in this network.

The adult middle school which began to be run in 1946 made great strides in conformity with the rapid advance of the anti-illiteracy campaign.

In 1948 more than 2,000 working people studied at 161 adult middle schools and in 1949 25,000 young working people acquired the knowledge of middle school level at 219 adult middle schools.

Under the correct guidance of President Kim Il Sung, in the spring of 1949 our people succeeded in totally abolishing age-old illiteracy.

The total abolition of illiteracy, this was the solemn declaration which demonstrated to the whole world the heroic mettle and resources of the liberated Korean people rallied steel-strong around President Kim Il Sung and told the first victory in the building of a new society and in carrying out the cultural revolution and the great historical event which made our country far removed from modern civilization an illiteracy-free country.

As a result of the total abolition of illiteracy on a nationwide scale, our people could more powerfully push ahead with the building of a new country, hewing out their destiny on their own as masters of the country and provide a sure guarantee for the building of new Juche-orientated national culture.

2. Great President Kim Il Sung Organizes and Guides the Struggle to Carry On Educational Work without Letup in the Period of Fatherland Liberation War (June 1950-July 1953)

1) The Improvement of Educational Work Suited to Wartime Conditions

Reorganization of Educational Work on a War Footing

On June 25, 1950, early in the morning, the US imperialists and their stooges who had meticulously prepared aggression against the northern half of the Republic from long ago at last unleashed an all-out aggressive war.

Thus, the just Fatherland Liberation War of our people against the armed aggression by the US imperialists and their stooges began.

How could educational work be pushed ahead with in the period of harsh trial when the whole country was enveloped with the flames of war?

It had been the common knowledge in history that war and education are incompatible with each other.

People are accustomed to think that education needs peace and in the days of war which is decisive of the destiny of the

nation, there is no choice but to hold over education anyhow.

However, even in the difficult circumstances of fierce war he put forward an original policy to continue education without letup.

This was a revolutionary policy which embodied the Juche-orientated educational idea of the President who regarded education as an important revolutionary work to train the successors to the revolution and put it before all other work and a wise policy not only for surely guaranteeing the victory of war but also promoting the revolution ceaselessly by training the sound reserve forces to carry forward the revolution.

This policy could be put forward only by President Kim Il Sung who vigorously carried on the work of education of the younger generation even in the fierce flames of the bloody and arduous anti-Japanese revolutionary struggle and scored priceless achievements and accumulated valuable experience.

After putting forward the wartime educational policy he energetically organized and led the work of putting educational work on a war footing.

On June 26, 1950 he organized the Military Commission and concentrated all authority of the country in its hands. And he took measures to put political, economic, cultural and all other fields on a war footing. According to this, the work of education was reorganized as a whole to suit the wartime conditions and the educational guidance system was established based on a revolutionary system and centralistic discipline.

In order to guarantee the safety of students and children of schools of all levels the state energetically pushed forward the work to give lessons in dispersed rooms, built air-raid shelters in schools and evacuated some educational institutions to safety areas.

And the state saw to it that the schools of all levels set up

the strict educational discipline, widely organized a support-front work and labour cooperation in the rear, enhanced revolutionary awareness of the students and established strong system and order in their study and life.

Along with this the state intensified politico-ideological education among children and students and people by enhancing the function and role of schools as organs which perform cultural-educational functions of the state, brought them to have unshaken confidence in victory in the war and burning hatred for the enemy—the US imperialists—and armed them with the spirit of fighting to the last drop of their blood for the Party and the revolution, the country and people.

As a result, full conditions were created to thoroughly implement our Party's wartime educational policy.

Agenda Discussed Every Year—Preparations for New School Year

The bestial US imperialists who made the territory of our country engulfed in the flames of war destroyed and burned everything, revealing their real nature as aggressors. They dropped 18 bombs on an average per square kilometre in the northern part of the Republic. Our towns and rural villages, factories, railways and many other fields of the national economy as well as the schools of all levels were severely destroyed and reduced to ashes.

In Pyongyang alone the buildings of 7 universities, 5 colleges, over 20 secondary schools and 43 primary schools were burned or wrecked. On November 8, 1950 the US air pirates bombed Sinuiju, a northern border city, and thus destroyed and burned 17 primary schools and 12 secondary schools and colleges. For 11 months ranging from the start of war to May

1951 some 40 per cent of the total number of schools and the half of that of classrooms in the northern part of the Republic were destroyed by the American beasts.

In order to continue with educational work in the difficult wartime conditions that everything was burned and destroyed, he pushed ahead with the work for guaranteeing educational conditions on all-Party and all-people scale.

He ensured that the Party and the state paid deep attention to school education in the whole period of the war and every year the Cabinet of the Republic seriously discussed about the preparatory work for new school year at schools of all levels and took necessary steps in time.

He saw that in December 1950 the Cabinet of the Republic took measures to provide conditions necessary for rapidly rehabilitating the educational facilities destroyed by the enemy and for continuing with instructional and educational work. And in June 1951 he called the Cabinet meeting and saw to it that the Cabinet decision on preparations for opening the schools of all levels in 1951 was adopted.

According to this decision the Government of the Republic ensured school buildings required for new school year, worked out plan for repairing schools of all levels, provided materials and funds needed for this and allotted the buildings which could be used as school in the field of education.

In addition, a preparatory committee for the opening of schools was organized in each province, city and county (district) and school-repairing committee in each sub-county and a well-regulated system was established to push ahead with preparations for opening schools on a national, all-society scale.

In order to thoroughly implement the Cabinet decision and successfully ensure the work of opening schools in the school year 1951-1952, educational workers held a national meeting of educators in Pyongyang in June of the same year.

At the meeting the school education conducted for 11 months after the outbreak of war was summed up and immediate tasks were discussed and decided to reconstruct the material foundations of destroyed schools and improve instructional and educational work to suit the wartime conditions.

Following this the meeting of educators was held in every province, city and county and preparations for the opening of schools of all levels were promoted successfully.

Also in June 1952 he adopted the Cabinet decision on successfully guaranteeing preparatory work for new school year and took revolutionary measure to reconstruct schools, increase air defense facilities and fully ensure the production of school fixtures.

According to these measures a preparatory committee for new school year was organized in every province, city and county and, at the same time, school supporters' organizations were formed with the factories, enterprises, organizations of the public security and army units in the given areas on a school-by-school basis.

Mass Assistance Movement for Wartime Education

For wartime education President Kim Il Sung made state investment without stint and, at the same time, encouraged the entire people to turn out as one in a mass movement to assist school education by enlisting and using local reserves to the maximum.

One day in mid-May 1952 he visited Wonhwa-ri, Tongam Sub-County, Taedong County, South Phyongan Province and inspected the Wonhwa Branch School of Tongam Primary School.

Early in the morning he entered a classroom where neither a teacher nor pupils were there yet, and sat in a low chair, looking round carefully at the walls pasted up with discoloured pictures and ill-kept windows....

This was a shabby appearance of a branch school of rural village which could be seen usually in the time of war. But he could not overlook it and was lost in deep thought.

Although it was a makeshift rural branch school built in the difficult conditions of war he felt heart sore because our dear younger generations were studying there.

He called and sat to his side the chairwoman of ri Women's Union committee and told her that the cracked walls should be clayed up and the branch school should be made attractive. He added that it was not good for the younger generations to shoulder communist society in our country to study in such a place.

After making a tour of Wonhwa field he summoned the teachers of branch school and spoke of school education.

If Yankees did not unleash the war, the children now would be able to learn in a better and larger school, he said. He earnestly told that the classroom should be made fine and bright by decorating it with flower pots and pictures.

On June 7, 1952, nearly one month later, he gave on-the-spot guidance to a village in Kangdong County, South Phyongan Province in which a People's Army unit stationed and exhorted the men of the People's Army to build a school with floor-heated rooms lest pupils should feel cold in winter.

Boundlessly inspired by his deep affection and solicitude the entire people and educational workers turned out as one to afford a real guarantee for learning to the young generation even in the period of trial when a bloody fight was being made against the enemy and repaired school buildings.

As a result, more than 13,000 classrooms including over

2,400 classrooms on the ground and over 8,600 semi-underground classrooms were newly built or repaired in 1951 and more than 13,000 classrooms including over 2,900 classrooms on the ground and over 1,400 semi-underground classrooms, in 1952.

Under his wise guidance all schools were opened successfully in September 1, 1951 though under the conditions of wartime. School attendance of children of school age increased by 14 per cent in 1952 as against the previous year. And the number of new pupils of schools of all levels increased sharply compared with the previous year: junior middle schools 4.6 times and senior middle schools 8.2 times.

He paid deep attention to providing students with textbooks.

Saying that textbooks to students were likened to weapons to the army he took a measure to make all students study with textbooks.

He called the scholars and university instructors who were on the front line and assigned them the task of compiling textbooks. Sharing supper with them in late December 1950 he encouraged them, saying that for successfully conducting wartime education it was necessary to solve the problem of textbooks so they wrote many fine textbooks.

Although wartime production of paper showed seriousness, he allotted several thousand tons of paper for the publication of textbooks and study of students in 1951 alone.

Thus, the number of copies of textbooks of schools of all levels which were published in 1951 amounted to 3,238,000 and in 1953 it was increased by 109 per cent in kind and 40 per cent in the number of copies as against 1952.

Distribution of textbooks to schools in all parts of the country was no less difficult than production.

In the wartime conditions that the schools of all levels

were extremely dispersed and all means of transportation were enlisted for haulage of war materials it was by no means easy to bring a huge amount of textbooks, educational materials, experimental tools and teaching materials to students.

He gave careful consideration to this and took radical steps to provide students with textbooks and other teaching materials in time.

In the autumn of 1950 he gave instructions to print *Sonyon Sinmun* as an educational material in great numbers and carry it on military trucks. Again, in March next year he took necessary measures one by one to publish textbooks and told that the textbooks should be carried under the transportation system of war materials.

Looking After the Work and Life of Teachers

In the conditions in which many teachers went up to the front line President Kim Il Sung gave wise guidance to meet the demand for teachers by continuing the training of teachers.

He saw to it that in January 1951 the Cabinet of the Republic took concrete measures to open colleges of education and teacher training colleges. As a result, in February and March that year 11 colleges of education and Sinuiju Teacher Training College were opened and all pedagogical institutions including Pyongyang University of Education were opened in October.

And teacher-training short-course was organized and conducted vigorously.

In 1951 alone, the Central Educational Cadres School was opened and 73 primary school teacher training courses (under 6-month system) were newly established in all parts of the country. And the secondary school teacher training courses

(under 6- or 9-month system) were newly opened at higher educational institutions and the educational cadres training courses in all provinces.

At the same time, to make up the shortage of teachers, measures were taken to appoint those of pedagogical career teachers.

He evacuated the teacher training institutions to safety places in the rear and called the teachers and students who had been on the front and provided them with enough condition for their lives and studies.

On June 21, 1952, he called at Pyongyang University of Education which was temporarily in Pihyon County, North Phyongan Province amidst the powder smoke.

He acquainted himself one by one with how many students were there, what their origin was, how they were provided with lodgings and whether there were bomb shelters. Then he gave a highly important teaching by which the educational work of the university should be guided.

He said that teaching was similar to fighting and that since majority of students were demobbed soldiers educational work should be organized properly. He added that educational work should be reorganized on a war footing and, on the other hand, students be trained into admirable native cadres through intensive education in patriotism and the teachers and students go among the peasants and carry out socio-political activities.

That day, when he was told that it was time for him to leave, he said that it was not easy for him to come there so he should have some talk and asked whether supplies were provided in time and how beddings and school things were given.

A few days later he sent the university up-to-date physical, chemical and biological laboratory appliances.

So, thanks to his wise guidance and meticulous concern, even in the period of fierce war more than 2,500 able teachers were produced from 17 colleges of education, three teacher

training colleges and one university of education and 6,347 teachers for schools of different levels were trained or retrained in teacher training short courses and sent to educational institutions.

He gave meticulous guidance so that the political and practical qualifications of teachers could be raised and their life stabilized, making them put their heart and soul to the education of the rising generation free from worries about their life.

First of all, after the temporary strategic retreat, he organized a large-scale short course for many teachers who returned from the front line and briskly conducted re-education of teachers.

In order to re-educate them and improve their political and practical qualifications the three-month refresher courses for teachers of schools at all levels were opened at the educational cadre training schools, and the correspondence courses were widely introduced at the colleges of education, teacher training colleges and the universities of education, which produced more than 2,000 graduates during the war.

Even in the difficult conditions of war, he took various measures to stabilize the livelihood of teachers.

In April 1953, a decision was adopted to raise teachers' qualifications and improve their treatment and the Cabinet of the Republic took measures to supply teachers of schools at all levels, kindergartens, orphanages and adult schools with more food and daily necessities and regularly provided them with houses, clothes and vegetables.

On the other hand, he personally visited numerous schools in different parts of the country in the thick of battle and looked after the work and lives of the teachers with warm parental affection.

In May 1952 he visited a primary school in Taedong County, South Phyongan Province.

He conversed with two teachers of the school. He acquainted himself with if they had any problem in teaching pupils and whether they were supplied with enough provisions.

Finding that a female teacher was in her rubber shoes, he felt very sorry for her, saying how teachers could teach gymnastics and appear before the pupils with rubber shoes on and saw that all of them were provided with leather shoes.

Under his sagacious leadership, the teachers displayed unrivalled patriotic devotion and undaunted fighting spirit, surmounting all difficulties in defiance of bitter trial in order to thoroughly implement wartime education policy.

Even in the difficult conditions where not a day passed without the enemy's bestial bombing and bombardment, teachers dug bomb shelters and built makeshift classrooms with active assistance of the people and thus did not cease education of the younger generation even a day. And together with students they assisted the front and vigorously encouraged the people for victory in the war.

In this way, during the whole period of the Fatherland Liberation War, they displayed a high degree of loyalty in the educational work and in the struggle for the victory in the war, so they received high respect and love of the people.

1,400 teachers had the honor to be awarded state decorations for their meritorious services to the fatherland and the people during the war.

Democratic Educational Reforms and Popular Policies Enforced in Liberated Areas of South Korea

Thanks to the outstanding strategy and tactics of President Kim Il Sung and his wise leadership, our People's Army regis-

tered brilliant war results of having liberated more than 90 per cent of the whole territory of south Korea and over 92 per cent of its entire population in a little more than a month and half, driving the enemy into the narrow bag of North and South Kyongsang Provinces.

While leading the war to brilliant victory he guided the struggle to wipe out the reactionary, colonial slave education enforced by the US imperialists and their stooges and democratize education in the liberated areas of south Korea.

Even after the defeat of Japan, the south Korean people, youth and students, were denied the right to learning and subject to ignorance and benightedness as in the case they were under Japanese imperialist rule owing to the colonial slave education pursued by the US imperialists and their stooges.

In 1949 alone, two thirds of children of school age could not enter even primary schools, and only 27 per cent of the elementary school leavers could go on to secondary schools. Even those who managed to enter schools were compelled to leave them in mid-course, unable to bear the heavy burden of school impositions and hard living and wandered about streets begging food and hunting for jobs.

South Korean schools were fascistized and became the centres of profiteering and the drill ground, and the students were infused with reactionary "anti-communism" and the idea of US worship and sycophantism, instead of being educated in justice and truth.

Therefore the people, youth and students in south Korea turned out in the struggle for the democratization of the south Korean society against the colonial rule of the US imperialists, holding it up as an important fighting slogan to introduce democratic educational system as in the northern half of the Republic.

He gave careful consideration to the plight of the people

and youth and students in south Korea and their ardent desire and put forward the revolutionary line of democratizing education in the liberated areas of south Korea freed from the colonial rule of US imperialism. By so doing had he aroused them forcefully in the struggle for creating a new life.

He dispatched many able workers to south Korea and took measures to train cadres of south Korean origin on a large scale by establishing various cadre training schools and short courses. They played the pivotal role in arousing the south Korean people in establishing the Party and government organs and working people's organizations and in effecting economic and cultural reforms in the liberated areas of south Korea.

In July 1950 the elections of deputies to the county, sub-county, ri (dong) people's committees were successfully carried out in 13,654 ri (dong), 118 sub-counties, 108 counties, 9 provinces of liberated south Korea. This was followed by the proclamation of the law on agrarian reform on July 4, 1950 and the Cabinet decision on the enforcement of labour law on August 18, 1950. Basing himself on these political and economic reforms he who gave workers factories and peasants land ensured that the Cabinet decision, "Decision on the Enforcement of Popular Democratic Education of the Republic in the Liberated Areas" was adopted on September 15, 1950.

The decision pointed out that first, the popular democratic education of the Republic should be introduced in the liberated areas of south Korea; secondly educational cadres armed with noble political ideas and advanced scientific and technical knowhows be trained; and thirdly the work for abolishing illiteracy and mass democratic political education be organized and conducted in a big way.

The people and youth and students in south Korea abso-

lutely supported the Cabinet decision of the Republic and rose up as one in the struggle for its implementation.

Meetings of responsible educational workers were convened in all liberated provinces of south Korea to discuss in a less abstract way matters arising in the implementation of the policy for the introduction of democratic education and take necessary measures. Among the broad segments of people and youth and students, mass education was briskly conducted with a view to widely explaining and propagating the contents and validity of the policies put forward by the President and their great importance in winning victory in the Fatherland Liberation War and developing education in our country. At the same time, schools which were destroyed by the US imperialists or dilapidated ones were rebuilt and repaired and more schoolable children were registered and admitted into schools. Besides the educational cadres training schools were set up in Seoul and in all provinces and short courses of different levels were run widely so as to give teachers on the active list reeducation. And schools at all levels were opened in succession.

So, as in the northern half of the Republic, the progressive popular democratic education came to be conducted in the liberated areas of south Korea.

In the whole period of the Fatherland Liberation War, he directed deep attention to the educational work in the newly liberated areas and gave wise guidance so that the newly established democratic educational system was further consolidated and developed.

Kaesong, Kaepung, Phanmun, Namyonbaek and Ongjin areas which were formerly held by the enemy were placed under the control of our Republic at the beginning of 1951 with the change of military and political situation in Korea.

Owing to the outrages committed by the enemy during his occupation, over three fourths of educational establishments

were demolished there and the people's life was miserable beyond description.

Taking such situation into account he had the Cabinet adopt a decision on preparatory work for opening schools in the new school year of 1951 to take concrete steps to rapidly rehabilitate educational work in the newly liberated areas.

Preparatory committees for the opening of schools and committees for repairing schools were formed in Kaesong and other newly liberated areas and the mass campaigns for the reconstruction of schools and the laying of their material foundations were launched vigorously under the active support of all political parties and social organizations. And the pupils were supplied with textbooks and school things cheaply on a priority basis.

And, he saw to it that through the Cabinet decisions on the pays of workers and desk workers in the newly liberated areas and on the betterment of people's livelihood there state measures were taken so that the teachers in the newly liberated areas, together with the workers and office employees, devote all their wisdom and energy to the teaching of the younger generation without worries.

In late December 1951 he met responsible officials of the Party organs of Kaesong and Kaepung County and gave them highly important instructions that schools in the liberated areas should all be rehabilitated to admit all children who were desirous of learning without exception.

Afterwards, he dispatched an inspection team of the Cabinet for the development of the economy and culture to the Kaesong area and took concrete measures.

Thanks to his wise guidance and warm solicitude a radical change and admirable accomplishments were registered in the educational work in the newly liberated areas.

Formerly, in the Kaesong area which was said to have rel-

atively many schools under the occupation of the US imperialists, merely 45 per cent of children of school age attended primary schools.

However, thanks to the popular educational policy of the Government of the DPRK almost all children in Kaesong and other newly liberated areas entered schools already in the school year 1951-52 and received new democratic education. The sons and daughters of the entire working people came to be trained up at democratic campuses into able builders of a new society who would shoulder the future of our country, adoring the great leader as the sun of the nation.

2) Promotion of Education of Bereaved Children of Revolutionaries and War Orphans

“We Should Bring Up the Children Who Have Been Bereft of Their Parents in Our Charge”

The Fatherland Liberation War forced by the US imperialist aggressors imposed great disaster upon our people. Large numbers of officers and men of the People's Army fell in action and innocent people were killed by the enemy.

The homicidal atrocities committed by the US imperialist aggressors in the Korean war surpassed all imagination.

In its report an international inquiry commission which had conducted an onsite inspection in our country in those days pointed out that in the areas along the 38th parallel in Kangwon Province alone, 2,298 women and 2,292 children were brutally killed by the US imperialist aggressors and 676

children were bereft of their parents during the period from July 25, 1950 to March 31, 1951.

Such atrocities produced a great deal of bereaved children of revolutionaries and war orphans. Bringing up and educating them posed a serious social problem.

He who shows boundlessly warm love for the younger generation regarded the mental anguish of our children which was caused by the US imperialist barbarians as the greatest misfortune and sufferings which were out of all comparison. He used to tell the cadres of the Party and state organs and the People's Army to nurse bereaved children or war orphans in their charge and give them good education.

One evening of late December, 1950, he was returning to Pyongyang from Kanggye. When his car reached the Andong village, Naedam-ri of Sunchon County he suddenly had the car stop and dropped in at a farm house. The mistress of the house was leading an indigent life with her children, after her husband who was the Party cell chairman of the village was killed by the enemy during the period of our temporary strategic retreat.

He got a complete picture of the terrible sufferings the family had undergone and was upset.

Feeling concern for the children he gazed at their sleeping faces for a good while with worry.

His heart was heavy and sore; he seemed to see in their figures shown in a dim lamp light all bereaved children and war orphans in the country. As if he was unable to repress his anger seeing their miserable appearance, he undid his collar button and silently tapped the doorsill for a while.

Presently he said that the enemy was the Yankees and, we should live stoutly in order to wreak vengeance upon them.

Then he told her: **"Madam, take patience just for some time. Let's bring them up like the children having fathers.**

Why should they be inferior to them?"

He left towards midnight. He was silent for long in the car, lost in deep thought. The car ran a dozen or so kilometres, when he suddenly asked the aide, breaking the silence, about what he had given the children.

Told that he gave them only bread, he was speechless for a while and said, half to himself, that the children were pitiable. And he added emphatically:

"There are many children whose parents were killed by the Yankees. We should bring them up in our charge."

Seeing a family undergoing sufferings, he thought of the fate of all of children in our country whose parents were killed by the US imperialist scoundrels and was determined to bring them up to be the reliable pillars of the country and the proud successors to the revolution under his warm care.

Upon returning to Pyongyang, he organized the work to discover and register all children of patriotic martyrs and war orphans throughout the country and in January 1951 called a meeting of the Organizational Committee of the Party Central Committee and took the measures for bringing them up in the charge of the state.

In the same month the Cabinet of the DPRK adopted the "Decision on Establishing Schools for Children of the Officers and Men of the People's Army, People's Guerrillas and the Patriotic Martyrs Who Were Killed in the Fatherland Liberation War".

The decision which was imbued with his warm love for the bereaved children and war orphans was a historic measure which marked a new turn in the education of them.

According to the decision, the well-regulated system of nurturing and educating at state expense the children of the patriotic martyrs, men and officers of the People's Army and people's guerrillas who died heroic death fighting for the

country and people during the Fatherland Liberation War was established in Pyongyang and in all provinces as well as in newly liberated areas.

It pointed out that the children of patriotic martyrs and war orphans aged 3 to 6 were to be fed and taught at nursery schools, those aged 7 to 12 at elementary schools and the boys aged 13 to 15 at military schools and the girls of the same age at girls' technical schools.

He fixed the sites of the schools for bereaved children of revolutionaries and war orphans in the safest places and allotted a large amount of state fund without sparing money and materials.

He saw to it that all bereaved children and war orphans were found out and registered without omission in all parts of the country through the Party, administration and military channels.

Boundlessly encouraged by the solicitude of the Party and state for the bereaved children of revolutionaries and war orphans, the entire people of the country voluntarily turned out in the patriotic struggle to establish their schools and nursery schools.

The factory and office workers all over the country sent the income they earned through overtime work as funds for supporting schools and supplied them with school fixtures they manufactured through patriotic work.

The peasants of Kangwon Province donated more than two hundred *sok* of grain and 3,300,000 *won* for the construction of the schools for the bereaved children in their province. And in some locality members of the Children's Union set the "week of supporting the establishment of the school for bereaved children" and collected a huge amount of building materials lying idle.

The servicemen on the front line, too, sent a large sum of

money to the Kangwon Provincial Preparatory Committee for the Establishment of Schools of Bereaved Children and thus greatly inspired the people.

Thanks to his boundless warm love and the people's support, the schools and nursery schools furnished with nursing rooms, classrooms, bedrooms, recreation halls, music halls, dispensaries, libraries and all other nursing and teaching facilities mushroomed.

Already in April of 1951, less than three months after the adoption of the Cabinet decision, six nursery schools and eight orphans' primary schools and two female orphans' technical schools including Kim Jong Suk Orphans' Technical School were opened simultaneously.

For the Improvement of Management of Schools

Following the establishment of the schools and nursery schools for the bereaved children and war orphans in all parts of the country, President Kim Il Sung took state measure to improve the work of these schools so that all bereaved children and war orphans might grow up and learn happily. Thus, the Cabinet adopted a decision "On the Measure to Strengthen the Work of Schools for the Children of Patriotic Martyrs and Nursery Schools" in May 1952.

The decision pointed out, first of all, that the educational system for the children of patriotic martyrs and war orphans should be rearranged.

According to it, the children of the nursery schools for the children of patriotic martyrs and the children of the orphanages under school age (between 4 and 7) were to be enrolled at the orphanages and the primary schools for the children of patriotic martyrs and the female orphans' technical schools were to

be merged into the schools for bereaved children of revolutionaries. And for those who reached school age (between 7 and 12) five-year-course orphans' primary schools run by the Ministries of National Defence, Heavy Industry, Railway and Light Industry, were to be established and the four-year course orphans' junior technical schools be set up in order to train the graduates of orphans' primary schools into technical workers specializing in definite domains.

The reorganization of school system was of great importance in reasonably organizing the nursing and teaching of the bereaved children and war orphans to suit their ages and improving the management of schools and bringing them up to be the fine successors to the revolution even in the wartime conditions.

Further, the decision fixed the quantity of supply to the children and took positive measures to promote their nourishment and growth and improve their education.

The reorganization of the orphanages and schools for the bereaved children according to the decision was completed by the end of June 1952. As a result the work system of the schools was well-regulated and the quality of instruction was enhanced.

Later, he stressed the need to improve the work of orphanages in his historic report to the Fifth Plenary Meeting of the Central Committee of the Workers' Party of Korea which was held in mid-December 1952. In July 1953 he took a measure again so that the Cabinet of the Republic issued a directive to improve the guidance over and the running of the orphanages and orphans' primary schools under the Ministry of Education. True to his parental care for them, the Cabinet nearly doubled the expenses of their meals and increased the supply of clothes and nutriment as well as food stuffs and improved the health and hygienic work of the schools.

At important meetings of the Party and the government, he broached the problem of improving the work of the schools and saw that necessary measures were taken by Party and government organs. He personally visited many schools and looked after the lives of the bereaved children with warm care.

One day in mid-February of 1952 he called at the orphans' elementary school in Kangdong.

Holding children in his broad arms he kindly asked them what was their name, how old they were and how they fared.

While making a tour of their bedrooms with teachers, he came to learn that they were used as classrooms in the daytime because of the shortage of classrooms.

He said that formerly, even when he fought in the mountains, (when he waged anti-Japanese guerrilla struggle) he built separate rooms for the study of children and it was wrong to use bedrooms as classrooms and earnestly told them that he would send them army-men so they should build fine classrooms and bathrooms and expand the playground. Then he personally fixed the site of the bathroom. Inspecting the dining hall he acquainted himself in detail with the supply of non-staple foodstuffs. He said that he would send ducks and goats so the bereaved children should be supplied with more meat and milk.

Emphasizing that it was important to make the children clearly know who the enemy was, he told that they should be educated in the spirit of hating the Yankees and of avenging their parents' death.

He went on to say that all pupils should study hard and become honour or top-honoured pupils and love to work and harden their bodies.

Till late at night he stayed with them and saw their art performance. With the word that it was more pleasant for him to see their performance than viewing that of professional

artists in a fine theatre, he warmly applauded whenever the items of the performance were changed.

He returned to the Supreme Headquarters that day. He called, though late at night, a military official and told him about his visit to orphans' elementary school and asked him to send goats, ducks and pigs to the school, build a bathroom for it and plaster the walls of the school building to make them thicker. In the grim days when the war was fought fiercely he thought of all orphans' elementary schools and their pupils in the country, seeing the conditions of an orphans' elementary school and called the plenary meeting of the Cabinet and referred to making the standard supply list in order to improve the bereaved children's life. And he personally examined a draft list item by item with a pencil in his hand.

Saying that red-beans, too, should be supplied so as to cook various meals for good appetite of the children, he drew a line on the lower part of the list and interlined apple, milk, bean curd and sweets.

Like this, in the days when fierce battles were fought for even an inch of land and even one more bullet should be produced to send to the front, he was so deeply concerned about the bereaved children and war orphans and kindly looked after their lives so that they might grow up happily with no worries at all.

3) Energetic Promotion of Training of Native Cadres Even in the Wartime Conditions, the Establishment of the First Factory College

Teachers and Students Recalled from the Front Line

It was really a difficult thing to carry on without letup training native cadres under the wartime conditions where all human and material resources should be enlisted in the struggle to annihilate the enemy.

However, proceeding from the firm standpoint that a revolutionary struggle does not mean only to fight, arms in hand but it was no less important revolutionary task to train the successors to the revolutionary cause and native cadres with foresight, President Kim Il Sung consistently followed, even in the wartime conditions, the principle of giving priority to the training of native cadres.

What mattered much to the training of native cadres in the difficult conditions of war was whether they should be trained at home on our own or people be sent abroad to study.

Some officials demanded that since the whole country was plunged into the flames of war university education be suspended temporarily or higher educational institutions be evacuated to a safe fraternal country. They suggested that because there was no knowing when the war would end and everything was reduced to ashes, students be sent to other

countries rather than running the universities and colleges on our own.

He said that sending the students abroad could not be the principal way to solve the question of native cadres and elucidated the basic principle to resolve the question of training cadres from the Juche-based stand.

He said:

“On all accounts, we must train our cadres at home by ourselves. This is a major principle to which our Party has consistently adhered in the solution of the problem of cadres.” (Kim Il Sung, *Works*, Eng. ed., Vol.7, p. 185.)

This principle indicated by him represented one and only correct policy clarifying the fundamental stand and attitude to be followed in the training of cadres and an intelligent measure showing a shortcut to solving the problem of cadres successfully by ourselves.

Proceeding from the Juche-orientated revolutionary standpoint that our cadres should be trained in the flames of the revolutionary struggle, he, first of all, took a measure to evacuate the higher educational institutions to safety place in the rear and reorganize the work for training cadres to suit the wartime conditions.

He personally fixed the places of refuge for Kim Il Sung University, Kim Chaek University of Technology and other universities and solved problems, big or small, arising in their evacuation.

Under his meticulous care, Kim Il Sung University evacuated to Kusong, North Phyongan Province immediately after the start of war, and then removed to Paeksong-ri, Sunchon County, South Phyongan Province in March 1952. Kim Chaek University of Technology was evacuated to Jongju County, North Phyongan Province, Pyongyang University of Education to Pihyon County, North Phyongan Province, and other uni-

versities and cadre training institutions to other safety places in the rear.

When universities and colleges were removed to safety areas he called a Cabinet meeting in June 1951 and took measures to rapidly reconstruct damaged universities and colleges through a nationwide, all-people movement, lay their material and technical foundations, register reserves of students and make successful preparations for new academic year.

For thoroughly implementing the policy for higher education in the wartime which was clarified by him a meeting of presidents and rectors of universities and colleges took place in June of that year. The meeting reviewed the work of universities and colleges for eleven months after the start of war and took measures to lay their solid material foundations, successfully register new students and readmit all the undergraduates who were scattered temporarily into them, in order to fully guarantee their opening in new school year.

He paid deep attention to meeting the shortage of teachers and students of universities which posed a serious problem in high education in the wartime. In August 1951 he issued a directive of the Military Commission, "On Call of Graduates and Students of Universities" in order to make a large number of brave combatants who had joined the People's Army after graduating from universities or while undergraduates again take the road of learning, the road of scientific research. So, many students returned to their universities and colleges with knapsacks which were stained with powder-smoke in trenches and hard-fought fields over their backs. It was really an epochal measure which was unparalleled in the history of war. In those days the US imperialists reinforced their aggressor troops on an extensive scale in order to recover from their continued setbacks in the war. However, in such grim days the red-blooded students in their

twenties left the front line and returned to universities in the rear.

While summoning the students from the front line, he took a measure to set up special preparatory course at all universities in order to admit the young people who completed the courses of senior middle schools or specialized schools, thus making it possible to fill the gap in the number of new students of universities in a short time.

At the same time, to meet the shortage of teachers he called all teachers of universities who volunteered to the front. He organized with farsightedness the refresher training of the teachers and scholars hailing from south Korea who came seeking for the embrace of the Republic to replenish the ranks of teachers with them.

Even in the difficult conditions of the wartime he directed warm care and solicitude to the students of universities and technological colleges so that they were able to study and live with no worries at all.

True to his intention, in April 1952 the government of the Republic instituted "Kim Il Sung Scholarship" on the occasion of his 40th birthday, and, following this adopted a decision on increasing the sum of scholarship for the students. It was augmented by 50 per cent for the helpless students whose families were left in south Korea or killed by the enemy and they were provided with daily necessities such as clothes, blankets and shoes free of charge.

Thanks to these wise measures taken by him and his popular policy, the difficult problem arising in training cadres in wartime—providing adequate educational conditions and building up the ranks of teachers—was successfully solved. As a result, 15 universities and 54 technological colleges which existed before the war were amply provided with educational conditions and were opened successfully in the school year of 1951.

The First Factory College Born in the Flames of War

President Kim Il Sung took a historic measure to found the first factory college during the war in order to push ahead with the work of training cadres more vigorously.

One day in January 1951, he visited a factory in Songchon County, South Phyongan Province, braving powder smoke. In a room of moist tunnel where water dripped from ceiling he sat with the officials of the factory without any formality and inquired in detail about the situation of the factory. He stressed the need to train managerial workers, technicians and skilled workers on their own and advised them to institute a factory college.

That day he explained the advantages of evening colleges and factory colleges and the importance and aim of establishing them one by one.

His policy for the establishment of factory college was an original one which showed a shortcut to training competent technical personnel of working class origin on a large scale by closely combining education with production labour, and theoretical with practical training. One day in February of 1951, he revisited the factory and acquainted himself in detail with the preparations for the establishment of the factory college. He emphasized that since the factory college was a base to train a pivotal detachment of cadres who would shoulder the machine-building industry of the country, it should not become an educational institution to simply give technological and practical knowledge. He added that in admitting students into the college they should not attach importance only to the level of their knowledge but matriculate in it excellent workers who

were infused with revolutionary ideas and awakened to class consciousness though the level of their knowledge was low.

He personally met the shortage of teachers, one of the most difficult problems in establishing factory college. Although Kim Il Sung University, Kim Chaek University of Technology and almost all other higher educational institutions throughout the country wanted teachers, he dispatched those who were summoned from the front to the factory college preferentially and sent precious medicines to them feeling concern for their health. In this way, thanks to his meticulous concern and wise guidance the first factory college was opened in our country.

Looking back on an impressive event of that day, an official who served as the deputy director of the factory in those days wrote:

“On July 15, 1951, under the utmost care of President Kim Il Sung and amid his benevolent affection we held the opening ceremony of the factory college in a grand style.

“The faces of the worker-students who began to take the first lesson in the classroom in strongly-built tunnel were shining with infinite gratitude and respect for him who opened a broad avenue of learning for them even in the grim days of war....

“... The teachers on the platform turned his face to the blackboard, blinking his eyes, unable to repress surging emotions and our worker-students gulped down hot tears, overwhelmed with deep emotion.”

In order to train technical personnel needed in the postwar reconstruction of the national economy and the building of socialism with farsightedness, he saw that the Party Central Committee worked out the Five-Year Plan for the training of cadres and expanded the scope of the cadre training even in the wartime conditions.

So, in 1952 the number of students of technological colleges increased by 85 per cent and that of university students by 50 per cent as against the previous year.

At the same time, on July 11, 1953 the Cabinet of the Republic decided to extend the term of study at all universities and colleges by one year, which made it possible to increase the quality of training of technical personnel.

Visits to Universities in the Thick of the War

With a view to pushing forward the training of cadres in the wartime President Kim Il Sung gave on-the-spot guidance to many universities in the thick of the war.

Between April 12 and 13, 1952, he guided on the spot the work of Kim Il Sung University which was then in Paekjon-ri (today's Paeksong-ri), Jasan Sub-County, Sunchon County, South Phyongan Province.

Although time pressed on him as he shouldered the heavy burden of war, he sat with cadres, scholars and teachers of the university on the 12th till past midnight and gave them the highly important instructions by which they should be guided in training cadres in the wartime. Explaining about the situation of the country in detail he pointed out the significance of wartime education, in particular, the position Kim Il Sung University occupied in the training of cadres.

He got a complete picture of the work of the university and told in earnest officials to continuously improve educational work while doing experimental practice many times and closely combining theory with practice, education with production.

Next morning he met students of the department of philology and literature and spoke highly of the feats they performed at the front.

He acquainted himself in detail with the problems they had in their life and advised them to supply them with new uniforms, blankets, and notebooks.

He stressed that those who returned to the university earlier than others should study harder and said:

“You must study hard. Study is tantamount to smashing the Yankees. There are many comrades who could not return from the front line. You must study more in place of them. From now, fight well on the front of learning.... Study also means fighting!”

That day he made a tour of the inside and outside of the university and showed a meticulous concern so that the students did not feel even the slightest inconvenience in their life. Then he gathered the teachers and students under a chestnut tree standing in front of students' hostel and delivered an historic speech.

In the speech he analyzed the internal and international situation and referred to the prospect of the Fatherland Liberation War and the basic line of the postwar reconstruction and the ways and means for its implementation.

At the same time, he stressed the need to utilize our natural resources rationally, indicated the orientation of research for this and referred to conducting education well in conformity with this.

One day in mid-June, two months after his on-the-spot guidance to Kim Il Sung University, he again called at the Kim Chaek University of Technology which was located in Jongju County, North Phyongan Province in those days.

He met the teachers and students and acquainted himself in detail with if they had enough classrooms and bedrooms, textbooks and reference books and if ex-servicemen had any trouble in their study.

He said:

“Comrades, when I was going to visit here the Party centre earnestly dissuaded me from my coming here because bombing was heavy.

“But when I thought of postwar reconstruction I could not postpone training of technical cadres even a while so I came to see you lending a deaf ear to the dissuasion of the Party centre.”

That day he told that the government of the Republic had never curtailed the expenses of scientific research and that he would provide them with books and experimental appliances by all means so they should conduct research work to their heart's content. He emphatically said that as the People's Army fight bravely against the enemy on the front line and win victories so the teaching staff and students should register greater achievements in their educational work and scientific research by displaying indomitable fighting spirit.

After this he visited the Pyongyang University of Education, the Central Party School, the Cabinet Cadre School and many other universities and cadres training centres, and indicated the orientation of the training of cadres and solved problems arising in educational work.

Thanks to his wise guidance brilliant successes were scored in the training of cadres during the war.

All universities and technological colleges in the country raised the ideological and scientific level of education based on the principle of establishing Juche in educational work and closely combining education with production labour and, thus, produced every year such admirable achievements as to train thousands of competent cadres who were qualified politically and practically.

Brilliant achievements were registered also in scientific research of universities.

True to his plan, the teachers and students joined in the

research into the resources of animals and plants in our country and in the survey of the Kaema Plateau and the tideland of the West Sea for their reclamation, thus greatly contributing to the preparatory work for grand nature-remaking and postwar reconstruction.

In 1952 alone over 400 teachers took up 385 subjects of research and carried on scientific researches and registered great achievements.

Moreover, they organized workteams for wartime scientific research and helped towards guiding reconstruction in the fields of industry, transport, communications and construction, and ensuring wartime production.

Like this, his Juche-orientated policy of training cadres to train cadres on our own was successfully implemented even in the conditions of fierce war. As a result, we were able to carry out whatever difficult tasks with our own efforts in the period of postwar reconstruction and the building of the independent national economy, to say nothing of the period of the Fatherland Liberation War, and to lay solid foundation for developing higher education after the war.

3. Great President Kim Il Sung Organizes and Leads the Struggle to Restore and Develop Educational Work and Establish Juche in Education (August 1953-December 1956)

1) Policy for Postwar Restoration and Development of Educational Work, Struggle for Introduction of Universal Compulsory Elementary Education

To Reach the Prewar Level in Education

Under the wise leadership of respected President Kim Il Sung, great military strategist, the Korean people emerged victorious in the three-year long arduous struggle and defended with honor the freedom and independence of the country.

Under the new historical circumstances when we won the war, he convened the Sixth Plenary Meeting of the Central Committee of the Workers' Party of Korea in August 1953 and advanced new militant tasks confronting our Party and people after the war.

At the plenary meeting he pointed out the direction in which all spheres of the national economy were to be rehabilitated to the prewar level. At the same time he indicated the need to reach prewar level by 1956 in the domain of education.

He said:

“In the sphere of general education, the number of schools and school children should reach prewar levels by 1956.” (Kim Il Sung, *Works*, Eng. ed., Vol. 8, p. 31.)

This meant reaching the level in the years of peaceful construction after eliminating the aftereffects of war in the sphere of elementary education and in the training of native cadres and laying the solid foundation for developing them further as required by the progress of revolution.

This policy advanced by him was the correct one which reflected the legitimate requirements of our revolution and construction after the war.

It was really a tremendous task to hit the prewar level in education in a short period while pushing ahead with the rehabilitation and reconstruction on the ruins caused by the three-year long war.

He conducted energetic activities to bring educational work to the prewar level at an early date, firmly convinced that as long as the people, the Party and the people's power exist, a new life can be created, whatever difficulties there may be.

At the Sixth Plenary Meeting of the Party Central Committee he indicated the basic orientation for the development of education.

In order to convert our country into an industrial state in the future, he said that higher and technical education should be intensified and for this purpose all the universities and colleges which had existed before the war should be completely restored and new ones be set up. In the sphere of general education the universal compulsory elementary education should be introduced and the junior and senior middle schools be all restored and their enrollment, too, brought up to the prewar level.

He pointed out the task of consolidating the teacher training institutions, satisfying the demand for teachers and devel-

oping the publication of textbooks.

The basic orientation he indicated for the development of education became concretized in the Law on the Three-Year Plan for the Rehabilitation and Development of the National Economy which was adopted at the Seventh Session of the Supreme People's Assembly in June 1954.

The law stipulates: first, the condition for the introduction of universal compulsory elementary education shall be created by the end of the Three-Year Plan period by admitting all the schoolable children into school; secondly, the number of junior and senior middle school children, college students and university students shall be increased to 469,000, to 52,300 and to 22,500 respectively, and a large amount of state funds be appropriated for restoring and building demolished schools and increasing the issue of textbooks and teaching aids by improving publication.

Schools Rise First from Heaps of Ashes

For the rehabilitation and development of public education after the war, President Kim Il Sung set it the cardinal task to introduce the universal compulsory elementary education, which was originally planned to be enforced before the war, at an early date.

For the purpose he ensured that the question of school buildings was solved before anything else.

Almost all educational establishments across the country were destroyed in the three-year long war caused by the US imperialists.

During the war were demolished 3,746 schools or 72 per cent of the prewar total and 24,804 classrooms or 88 per cent of the prewar figure.

This meant that a huge number of educational establishments had to be newly built to enroll all the schoolable children.

This was really a trying task in the postwar years when a piece of brick and one gramme of cement was much valued.

Although things were difficult like this at the time in our country, he attached primary importance to building schools in the postwar reconstruction. When the major Party and government organs were still in underground offices, he led the people to push forcefully ahead with the construction of school buildings.

He saw to it that a great national energy was put into building schools successfully.

Every year the Party and the state paid attention to the preparations for the new school year and took necessary measures so that all pupils studied without any inconvenience.

He had a Cabinet decision relating to the preparation for the school year 1953-54 adopted in late July 1953 to readjust the distribution of schools at all levels, fix the attendance area for the primary school on the principle of one school in each ri and push ahead with restoring and building schools and with laying the material foundation for schools, as a concern of the state.

In July 1954 he had the Cabinet of the Republic again discuss the matters regarding the preparations for the new academic year at schools of different levels and adopted appropriate measures.

Owing to the measures taken repeatedly by the Party and the state a large sum of funds was appropriated for the construction of schools during the Three-Year Plan for the Rehabilitation and Development of the National Economy. Educational expenditure in the state budget for 1955 was about 25 times that in 1949.

Iron bars, cement, bricks, timber, glass and other valuable building materials were supplied preferentially for the construction of school buildings.

While increasing state investment in the school construction he wisely led the restoration and construction of schools through public campaign, the campaign involving all people.

He said:

“In rehabilitating and building schools, the state will bear the cost for institutes of higher learning and specialized schools, and for higher middle schools in some industrial districts. Establishments for general education should be built through an all-people movement.” (*Ibid.*, pp. 31-32.)

This was a very wise line which made it possible to rebuild schools in a short period by enlisting the wisdom and efforts of the masses.

In July 1954, in order to step up the construction of schools through the all-people movement in accordance with his line, the Cabinet of the Republic adopted a decision concerning the preparations for the new school year 1954-55 which envisaged such measures as to enhance the role of the school construction committees and supporters' organizations in the construction of school buildings, actively mobilize and make the fullest use of reserves and material resources latent in local areas and awaken the revolutionary zeal and labour enthusiasm of the people.

In response to his call the entire people were out to restore and erect schools.

In mid-October 1953 he visited the Hamhung Senior Middle School No. 3 to encourage the people who were out to build the school. He highly praised the teachers and pupils for having erected their school by themselves. A week later, in late October, he gave on-the-spot guidance to the Munphyong Primary

School, Kangwon Province, and in 1954 he guided on the spot the work of eight primary and secondary schools in Pyongyang.

On April 1, the opening day of the new school term, he called at Pyongyang Primary School No. 14. Looking around the war-ravaged school building, he suggested rehabilitating them before anything else. He proposed that a construction corps should be assigned and parents of the pupils be enlisted to build up the school as early as possible.

He remarked, **“We stint nothing for the children. For whom did we fight the war? In order that our children succeed us creditably, we must build fine schools for them and bring them up well.”**

The following day he called the consultative meeting of those involved in the restoration and construction of schools in Pyongyang.

At the meeting he took measures to give priority to building schools even leaving the Central Committee of the Party and the organs of the central authorities housed in dugouts for the time being.

Later, he visited many construction sites of schools in local areas including the Kanggye Middle School in the northern part of the country and settled big and small problems, arising in the construction of schools.

Inspired by the benevolent love and solicitude of the President who devoted everything to the education of the younger generation, the working people and the educationists throughout the country turned out as one to build schools through the nationwide movement.

One day in mid-February 1954 a Korean People's Army unit which was taking part in the reconstruction of Pyongyang resolved to erect the modern buildings of a primary school with accommodation for 1,000 pupils before the start of the new school year with labour and materials they had saved.

Their patriotic initiative called forth great response and positive support among the people who were mobilized in the rehabilitation and reconstruction.

In response to them, the factory and office workers worked overtime taking part in the school construction and factories and enterprises all over the country sent a huge amount of materials they saved to the building sites of schools.

The peasants contributed materials needed for the construction of schools and surplus grains and the entrepreneurs and traders donated a huge sum of money as well as building materials for the purpose.

In response to the high enthusiasm of the people, the government of the Republic supplied timber and other building materials preferentially for the construction of schools and took necessary steps to use vacant state-owned buildings as educational establishments.

As a result, thousands of classrooms and over 10,000 substitute classrooms were prepared in two months following the armistice. In 1954 the number of the classrooms rebuilt at schools of all levels surpassed 7,700.

Already at the beginning of 1955 the number of junior middle schools showed a 14 per cent increase as against the prewar total of schools and their enrollment grew by two per cent in the same period. In the school year 1954-55 the number of senior middle schools increased by 8.5 per cent as compared with the prewar figure.

In this way our Republic surpassed the prewar level in all spheres of education by 1955.

For the Solution of the Question of Teachers

One of the important questions in the successful introduc-

tion of the universal compulsory elementary education was to meet the rapidly growing demands for teachers. This was of particular importance right after the war.

During the three years of grim war provoked by the US imperialist aggressors, large numbers of teachers volunteered to the front, arms in hands, and laid down their lives in the battlefields routing the enemies.

The rapid development of education right after the cease-fire demanded that the ranks of teachers were replenished as early as possible.

Considering such pressing demand for teachers for the postwar development of education, he took measures to increase teacher training schools of different levels.

According to these measures, the university of education and teacher training colleges returned from evacuation to the normal run. And 13 colleges of education, three teacher training colleges and a university of education were restored in a short span of time.

Meanwhile, the short-course system of training the teachers of schools of different levels comprising the primary school teacher training course, the provincial educational cadre training school and senior middle and specialized school teachers attached to higher educational institution was set up and a large army of teachers were produced by them.

In 1953 nearly 1,500 primary school teachers were trained through these short courses and the following year over 3,300 primary school and junior middle school teachers trained or reeducated.

A measure was taken to bring those who had teaching career back to school from other fields.

Short courses for the improvement of their political and pedagogical qualifications were extensively held and normal education for teachers on the job was strengthened through

correspondence courses. In the academic year 1954-55 over 8,000 teachers took correspondence courses at the teacher training establishments.

In July 1954 the new regulation was laid down concerning the pedagogics study society and the pedagogics study room was set up in all provinces. As a result, teachers became more active in improving their qualifications.

His correct line on strengthening normal education was correctly executed, which resulted in the rapid growth of the ranks of teachers. In the three years from 1952 to 1954, over 6,000 graduates from the colleges of education and their correspondence courses joined the ranks of teachers.

Consequently the number of teachers of schools at all levels reached 50,000 at the beginning of 1956.

Like this he not only gave wise guidance to the solution of the question of teachers in a brief period after the war, but also showed deep concern for the work and life of the teachers.

He ensured that the teachers were given publicly preferential treatment and that the state and the society took care of their lives with a sense of responsibility.

In March 1955 the title of Merited Teacher of the Democratic People's Republic of Korea was instituted in order to highly appreciate the teachers who made distinguished service in the education of the rising generation. The state took some steps to see that teachers were given social prominence and preferential treatment and the needs of their life were satisfied preferentially.

The teachers who were encouraged by his meticulous care and warm love, united themselves into one movement to strive for early introduction of the universal compulsory elementary education with a high sense of consciousness of educational work and with the attitude of masters.

Successful Introduction of Universal Compulsory Elementary Education

Entering 1955, President Kim Il Sung stepped up the preparations for the enforcement of the universal compulsory elementary education on the basis of the achievements already attained.

Here, of great importance was the 9th Session of the 1st Supreme People's Assembly held in March 1955, which discussed the question of mass-production of scientific and technical cadres for the postwar development of national economy and the matters pertaining to the preparations for the enforcement of the universal compulsory elementary education.

The meeting pointed out that for the successful introduction of the universal compulsory elementary education beginning with August 1956 it was necessary to explain its great significance among the entire people, inquire about and register all the schoolable children, rationally fix attendance area and the network of schools for adequate commutation and publish textbooks and produce school things by plan. It also pointed out the need to improve the instructional and educational work at the normal schools and firmly build up the ranks of primary school teachers.

The 9th Session of the 1st Supreme People's Assembly presided over by President Kim Il Sung aroused the entire working masses and educationists to the last-stage preparation for the introduction of the universal compulsory elementary education.

In July 1955 the national conference of educationists was held in Pyongyang with the attendance of over 800 teachers and educational workers from all parts of the country. The

meeting adopted the resolution on successfully ensuring the enforcement of the universal compulsory elementary education and appealed to the entire educationists to work with a high sense of responsibility and enhance their role in the introduction of the universal compulsory elementary education.

Under his wise leadership a great change took place in the postwar educational work, and the difficult task to raise the standard of education up to the prewar level was successfully carried out.

In the Three-Year Plan period the classrooms of over 19,000 schools at different levels were rebuilt into modern ones. In 1956 the number of primary school children increased by 1.1 per cent and that of junior middle school pupils by 24.3 per cent as against the 1949's figures respectively. The average number of primary schools per ri became two, and that of junior middle schools, and senior middle schools or colleges in a city or a county, 6.6 and 1.5 respectively. So all our children came to fulfil their hopes and develop their talents to the full, going to school without any inconvenience.

Signal progress was also registered in the publication of textbooks in this period.

Publication in 1956 showed 60.2 per-cent increase as against 1949. In that year 13,660,000 copies of over 535 kinds of textbooks and educational books were published.

Owing to the shining success achieved in the sphere of education thanks to his sagacious leadership, the universal compulsory elementary education was introduced in August 1956 in the DPRK.

The enforcement of the compulsory elementary education was an event of historical significance which fulfilled the desire of our people.

With the enforcement of the universal compulsory elementary education, his grand programme on the enforcement

of compulsory free education provided for in the *10-Point Programme of the Association for the Restoration of the Fatherland* was brought to fine fruition and our people made another big stride in building a new society, civilized, rich and strong.

2) Strivings for Rehabilitating and Developing Higher Education

“Let Us Train Large Numbers of Competent Technical Personnel on Our Own”

Intensifying technical and higher education was one of the important questions arising in rehabilitating and developing education in the postwar years.

After the war was over, the President held fast to the principled stand of training the native cadres by our own efforts.

It was a tough job to develop technical and higher education to meet the demand for cadres on our own after the severe war. At the time the universities and colleges and other cadre training institutions were weak in their material foundations and there were not enough prepared teachers as well. Some people insisted on solving the question of native cadres depending mainly on foreign countries on the plea of the difficult postwar situation.

He criticized their erroneous views and stressed the necessity of carrying through the policy of training native cadres with our own efforts.

On October 18, 1953 he had talks with faculty members of the Hungnam University of Technology and the Hamhung

University of Medicine, *Let Us Train Large Numbers of Competent Technical Personnel on Our Own*. He said:

“Dependence on others will get us nowhere in any work. Moreover, if we rely on other countries in the work of training technical personnel which would be decisive in shaping the future destiny of the country and the people, it will have irrevocable consequences. We must rid ourselves of dependence on others and train large numbers of excellent technical personnel on our own.” (*Ibid.*, p. 76.)

He said that we were not in a position to send large numbers of students to other countries for the training of technical personnel and that that was not the proper way to train technical personnel.

He maintained that politically tempered able personnel cannot be trained by sending students abroad for study. In fact the students who had returned from abroad after having studied there were not well acquainted with our actual conditions and had not a high degree of preparedness to overcome hardships because they did not take part in democratic construction and did not go through the severe ordeals of the Fatherland Liberation War.

With a keen insight into the state of affairs, he stressed that technicians who knew only technology and were ignorant of politics were of no use, no matter how many they were and that we needed people who were versed in both politics and technology.

He remarked that the suggestion to invite foreign teachers and scholars was another expression of a tendency to rely on other countries in training technical personnel. If the teachers have the sense of independence and their collective wisdom is brought into play whatever scientific and theoretical problems arise in teaching can be fully settled by their own efforts, he said.

Noting that we have the conditions for and possibilities of training fine technicians by ourselves, he stated that the material and technical foundations of the institutes of higher learning were laid in a certain measure, the ranks of their teachers were formed in the main and a great deal of valuable experience was accumulated in training native cadres after liberation.

Then, referring to the tasks to produce a large number of excellent technical personnel, he dwelt on raising the politico-ideological and scientific and technical level of university and college teachers, laying solid foundations for experiment and practical training and providing the teachers and students with plenty of textbooks and reference books on technology.

His line of preparing native cadres by our own efforts was just and wise one which embodied the demands of the Juche idea in the solution of the questions of native cadres and which was based on the valuable experience accumulated in building up the native cadre training centres and in training technicians and specialists by our own efforts in the years following liberation and during the war.

For Rehabilitating and Developing Higher Education

President Kim Il Sung saw to it that the institutes of higher learning were all restored in a short period in accordance with the policy set forth by the Sixth Plenary Meeting of the Party Central Committee.

He had the question of rehabilitating universities and colleges discussed at the plenary meeting of the Cabinet held in 1953. He saw that state measures were taken to rehabilitate

and rebuild Kim Il Sung University and other universities and colleges at an early date.

He guided their restoration and construction on the spot and settled all knotty problems such as the supply of materials and funds one by one.

In October 1953 he gave on-the-spot guidance to the restoration and construction of universities in the Hamhung district.

Giving on-the-spot guidance to the Hungnam University of Technology (now the University of Chemical Engineering), he acquainted himself with the progress of restoration of the university and the instructional work there and indicated ways to expedite the restoration.

He instructed construction companies to give priority to building the Hamhung University of Medicine and the Hamhung University of Chemical Engineering instead of spreading over many projects.

While guiding the reconstruction of universities, he took measures to set up new universities and colleges so as to meet the fast-growing demand for native cadres after the war. Pyongyang University of Construction and Songdo University of Politics and Economics were set up in October 1953 and the Kanggye University of Veterinary Science and Animal Husbandry in 1955. Whereas over 11,000 students studied at 15 universities and colleges in 1953, the number of universities and colleges increased to 19 in 1956 and their enrollment to 22,000, twice as many as that of 1953.

In parallel with the increase of regular institutions of higher learning, the networks of correspondence and evening colleges were expanded for those who study while working. In 1953, only three technical colleges had correspondence courses but in 1956 the number of correspondence colleges increased to 10. In addition three evening colleges were run.

In developing higher education, he laid emphasis on establishing universities and colleges of technology and natural sciences badly needed for the development of national economy.

Thus enrollment in the departments of technology and natural sciences was brought to account for 70 per cent of the total number of students. Thus the technical personnel needed in capital construction and heavy industry such as machine-building, power generation and chemistry and agriculture were produced in large numbers.

Later he had the November, 1954, Plenary Meeting of the Party Central Committee take measures to improve the work of training agronomists and agricultural technical personnel needed in the reconstruction and development of agriculture and the August, 1956, Plenary Meeting of the Party Central Committee adopt the resolution on improving the training of health workers and improving the quality of education.

Due to these measures taken by the Party and the government, the number of students of the universities and colleges of medicine multiplied to over 5,000 in 1956 whereas it was 3,500 in 1953.

Although he was busy leading the revolution and construction in the tense situation following the cease-fire, he found time to visit many higher educational institutions and gave concrete guidance to the educational work there.

One mid-October day in 1953 he called at the construction site of the Hamhung University of Medicine disregarding his fatigue from the on-the-spot guidance tour to South Hamgyong Province.

He pointed to the need to create educational environment by restoring the university at an early date and improve instructional work as required by the curriculum.

He suggested giving priority to the construction of the

Hamhung University of Medicine and the Hungnam University of Technology and many other important projects envisaged in the plan for the reconstruction of the Hamhung city.

He personally took the trouble of solving the question of supply of the materials needed in their reconstruction, and saw to it that dormitories and teachers' dwelling houses were built near the universities both by their own efforts and by the state.

Two days later, he met the faculty members and scholars of the Hungnam University of Technology and the Hamhung University of Medicine and gave them very important instructions as to the direction to be followed by the universities in their work and the tasks confronting the teachers and scientists.

One day in late October he called at the Wonsan University of Agriculture. He showed concern for the dormitory of students and dwelling houses of faculty members and set concrete tasks to improve educational work and scientific research work.

Later he gave on-the-spot guidance to the Pyongyang University of Medicine in March 1954, Kim Il Sung University, the Kanggye University of Veterinary Science and Animal Husbandry, and the Kim Chaek University of Technology in July 1955. In May 1956 he gave the second field guidance to the work of the Hamhung University of Chemical Engineering after the war.

The important instructions he gave to many higher educational institutions during his on-the-spot guidance served as a guideline to be adhered to in improving the quality of instruction after the war.

Particularly his talk with the faculty members and students of Kim Il Sung University, *On Strengthening the Work of Education and Scientific Research at Colleges and Univer-*

sities, proved its great viability as an important document which set forth the militant tasks in the field of higher education.

Upon receiving his instructions given on the spot, the educationists and teachers sped up the reconstruction of universities and colleges by enlisting the latent reserves and producing what was lacking through pooling together their efforts and wisdom and laid the solid material foundations for educational work by modernly equipping laboratories and preparing teaching tools and furnishings one by one.

The teachers of Kim Il Sung University completed the voluminous *Outline of Natural Sciences* in three volumes in less than two months after they received his teachings, and informed him of this.

Owing to the revolutionary enthusiasm displayed by the teachers and students and their devoted efforts all the universities and colleges of the country healed the war wounds quickly and normalized educational work and were converted into the reliable bases for training a large detachment of native cadres capable of contributing to the building of socialism.

He led the students to take an active part in the grand struggle for postwar rehabilitation and reconstruction so that they could temper themselves in a revolutionary way and grow to be able technicians and specialists.

Immediately after the war was over he told the leading functionaries of Kim Il Sung University to bring the teachers and students to Pyongyang at once, instead of keeping them in Paeksong-ri, to temper them ideologically in the pulsating reality of postwar reconstruction and make them acquainted with reality and impart practical knowledge.

He said:

“We must induce students to take an active part in postwar reconstruction. Since we are to train them to be

working technicians we should not confine them to indoor study, but encourage them to actively participate in reconstruction.” (*Ibid.*, p. 78.)

In response to his call the university and college students throughout the country devoted their youthful ardor, efforts and wisdom to the sacred struggle for building a paradise for the people on the ruins of war, including the reconstruction of the Moranbong Stadium (today's Kim Il Sung Stadium).

Visiting the students at construction site, he looked into every corner of their life. He commended them for their labour achievements and encouraged them to greater feats. He visited the students of Kim Il Sung University at the construction sites of the Moranbong Stadium on five occasions.

One day in mid-July 1954 he called at their construction site for the fifth time to share joy with the students at the completion of the stadium. He highly praised them, remarking that through the construction of the stadium the students of Kim Il Sung University set an example before the entire students across the country and added with great satisfaction that the might of our students who had a high degree of patriotic zeal and revolutionary spirit was inexhaustible.

Encouraged by the instructions he gave during his on-the-spot guidance, the students of the Hamhung University of Chemical Engineering made strenuous effort together with the workers in the fact-finding survey of the major factories in the Hungnam district and thus greatly contributed to their reconstruction.

His correct line of rapidly developing the training of the native cadres in the postwar years, was thoroughly implemented. As a result, by September 1957 the number of technicians and specialists engaged in the national economy increased to over 73,000, a 235 percent increase as against the figure in 1953 immediately after the war.

3) For the Establishment of Juche in Education

After the war, President Kim Il Sung wisely led the struggle to root out flunkeyism and dogmatism and establish Juche in the sphere of education.

Establishing Juche in education is essential for preparing the rising generation to be the genuine masters of the Korean revolution.

A Korean should carry out revolution and build socialism and communism in Korea.

Only when Juche is established in education, can the rising generation assume the stand and attitude worthy of a master toward the revolution and construction of their country and can they think and act on their own initiative without wavering in any adversity. And only then can one properly understand the revolutionary duty devolved on one and the ways to discharge it and correctly solve all problems to suit the specific conditions and national characteristics of one's own country.

This posed itself as a pressing task because flunkeyism and dogmatism penetrated into the sphere of education after the war.

He said:

“In our educational work today, questions essential for the solution of our immediate tasks are handled very carelessly, or not at all, while matters far removed from the practical activities of our people are taken up. We must eradicate such defects without delay.

“Our educational work ought to be done in close connection with our revolutionary tasks and in conformity

with the realities of our country so that it will be of practical help to the Korean revolution.” (Kim Il Sung, *Works*, Eng. ed., Vol. 10, p. 123.)

During the whole period of his guidance to the educational work, he firmly abided by the principle of establishing Juche and opposing dogmatism and flunkeyism in education.

However, the bigoted flunkeyists and dogmatists and anti-Party sectarians were dead set against the implementation of our Party policies and lines advanced by him, doing considerable harm to educational work. They made light of our own things and were unwilling to study the reality of our country but tried to imitate others' things and apply them mechanically.

The harm of flunkeyism and dogmatism became intolerable as the revolution and construction got into their stride and the popular educational work developed rapidly after the war.

Keenly discerning the harmful effects of flunkeyism and dogmatism on the education of the younger generation and the training of native cadres, he set forth the line of establishing Juche in the sphere of education.

His historic speech, *On Eliminating Dogmatism and Formalism and Establishing Juche in Ideological Work*, delivered before Party propaganda and agitation workers on December 28, 1955, marked a turning point in the struggle for eliminating flunkeyism and dogmatism and establishing Juche in the realm of education.

In his speech he gave an extensive exposition of the revolutionary quintessence and justness of the Juche idea and the great significance of the establishment of the Juche idea and indicated the definite ways and means to establish Juche in the domain of education.

As he taught, establishing Juche in education means that all educational work is conducted to meet the demands of our

Party's policies; in other words, it means giving education suited to the actual situation of one's own country with the emphasis on things of one's own country, instead of imitating foreign things mechanically.

After putting forward the definite line of establishing Juche in education, he visited schools and kindly helped them to eliminate the aftereffects of flunkeyism and dogmatism and correctly reflect the demand of our revolution in their educational work.

One November day in 1955 he called at a primary school on the outskirts of Pyongyang. Looking round the school, he paid attention to the photographs and pictures on the walls of the corridor. Until then not a portrait of famous Korean was hung on the walls except those of renowned foreigners. Sensing through this that the main shortcoming of the educational work was the lack of Juche he pointed to the need to be well acquainted with things Korean, saying to the teachers, **"What will be the result if children are taught only things foreign, but not Korean things from their childhood?"**

He saw to it that not only the establishments of general education but also those of higher education firmly established Juche in the training of cadres as well as in scientific research work.

One mid-May day of 1955 he called at Hamhung University of Chemical Engineering where he, referring to the necessity of conducting researches into the natural resources of our country, said that in the future a great deal of efforts should be directed to the scientific researches badly needed for the development of our national economy.

Visiting Kim Il Sung University early in July, he said that in the sphere of biology, scientific researches into useful plants and the soil of Korea should be stepped up and set forth the tasks to be carried out to establish Juche in education and scientific researches.

He said that Party guidance to the educational work should be intensified in order to eradicate and thoroughly establish Juche in the sphere of education.

In February 1956 on his initiative the Presidium of the Party Central Committee adopted a decision on improving and strengthening the work of schools for general education to improve Party organizations' guidance to schools and closely link instructional and educational work with the actual reality of our country. In this connection some measures were taken to raise the scientific and ideological standards of instruction. Positive steps were taken to equip the students with the glorious revolutionary traditions of our Party and acquaint them with the long history and brilliant cultural heritage of our country and train them to be the genuine masters of revolution and construction of our country by correctly reflecting the reality of our country and the prospect of its development and closely linking theory and practice in school education.

The curricula were drawn up and textbooks revised on the whole to suit the actual situation of the country. As a result, the practices of imitating others mechanically and neglecting or making light of our own things disappeared from the school education, and the main stress was put on arming the students with the policies and revolutionary traditions of our Party and teaching things Korean.

Beginning with the academic year 1954-55, our Party's glorious history of struggle was included in the curriculum at our universities and colleges and the contents of instruction were revised on the whole to suit the reality of our country and meet the demands of the actual developments.

As for the subjects of social sciences education in the subjects related to Korea such as Korean history and culture and in the present situation of Korea was intensified.

As for the subjects of natural sciences main emphasis was

laid on imparting scientific and technical knowledge needed for the solution of the current and long-range problems arising in the development of our national economy.

Alongside the revision of contents and methods of education on the Juche-oriented line, an energetic campaign was launched to eradicate the deep-rooted dogmatism and flunkeyism from the minds of the educational workers.

Among the teachers of schools of all levels a powerful ideological struggle was waged to find out and do away with all manifestations going against the Juche idea of our Party in instructional and educational work.

In addition, short courses, exchange of experience, observance of a model class and the like were arranged to raise the scientific and ideological standards of instruction and improve the political and pedagogical qualifications of the teachers.

A new change took place in school education as a result of the vigorous efforts to establish Juche in education in line with his instructions.

The educational workers shook off the ideological fetters of flunkeyism and dogmatism and prepared themselves to be the stout defenders of the Juche idea, and reliable Juche-orientated educationists. School education came to be closely linked with the reality of our country and the interests of our revolution to meet the political demands of the Party, and the ideological and scientific standards of instruction were further raised.

Thus, our youth and children grew to be the genuine masters of the Korean revolution armed with the Juche idea and the dependable Juche-type communist revolutionaries.

4. Great President Kim Il Sung Organizes and Leads the Struggle to Develop Educational Work and Establish Socialist Educational System to Meet the Requirement of Socialist Construction (1957-1960)

1) Struggle for Universal Compulsory Secondary Education and Free Education

For the Introduction of Universal Compulsory Secondary Education

In his historic report to the Third Congress of the Workers' Party of Korea held in April 1956 great President Kim Il Sung set it as an important task in the sphere of education to introduce universal compulsory secondary education during the period of the Five-Year Plan of the National Economy.

He said:

“In the sphere of public education, on the basis of universal compulsory primary education to be effected in town and country, we should make arrangements to introduce in the future universal compulsory seven-year junior secondary schooling.” (Kim Il Sung, *Works*, Eng. ed., Vol. 10, p. 207.)

He saw that preparation for the introduction of universal compulsory secondary education was pushed ahead in parallel with the struggle for the introduction of compulsory primary education after the war.

It was a positive measure to keep ahead public education in keeping with the rapidly progressing revolution and construction by accelerating the introduction of compulsory primary education as far as possible in consideration of the delay of its enforcement.

He vigorously pushed ahead with construction of schools, training of teachers and other matters related to the preparations for the introduction of compulsory secondary education already in the period of the Three-Year Plan of the National Economy when preparations were made for the introduction of universal compulsory primary education.

He saw to it that junior secondary schools were built together with primary schools in a movement which involved all the people and that the problem of materials and labour was solved by enlisting all the reserves and possibility latent in the provinces. As a result, the number of secondary schools in 1954 increased by 14 per cent against the prewar figure and in 1956 it amounted to 1,247, that is 320 schools more than in 1949. There was an average of 6.6 junior secondary schools per town or county.

He put great effort into training of secondary school teachers. The number of junior middle school teachers increased from 9,000 in the latter half of 1953 after the cease-fire to 13,300 in 1956.

With the increase of the number of junior middle schools and teachers the proportion of the graduates of primary school who went on to junior middle schools grew every year. In 1956 the graduates of primary schools who were enrolled in the junior middle schools were 100 per cent in Pyongyang and

other cities and workers' districts and 81.9 per cent in the whole country. The number of the junior middle school students in 1956 increased by 62,000 than in 1949 and amounted to 415,000.

Thus, a solid foundation was laid for introducing universal compulsory secondary education during the postwar Three-Year Plan.

Basing himself on the success of the Three-Year Plan, he saw to it that all efforts were concentrated on the preparations for the introduction of universal compulsory secondary education during the period of the Five-Year Plan.

The situation of the country was very difficult when it began to carry out the Five-Year Plan. The economic situation and the people's livelihood were not satisfactory and the enormous tasks of the Five-Year Plan had to be carried out mainly drawing on latent resources and the inner accumulation in the national economy. Moreover, the enemy at home and abroad were engaged in underhand moves to check the advance of our revolution.

But in this hard time he tided over manifold difficulties drawing on the revolutionary enthusiasm and creativity of the masses and wisely led our people to the preparation for the introduction of universal compulsory secondary education.

Giving precedence to political work, he brought the significance of the introduction of universal compulsory secondary education home to all the functionaries of the Party and the state and the rest of the people and roused them to the preparation for it.

In his talk with provincial, city and county Party workers in July 1957 he said that he was going to introduce compulsory secondary education as early as possible not because our living standard was unusually high nor because we had a lot of State accumulations but because our people were zealous for educa-

tion and our country had to rapidly develop since it had been backward. It is important to make good preparations since it is no easy task, he said.

In his speech at the First Session of the Second Supreme People's Assembly in September 1957 and at National Meeting of Young Builders of Socialism in March 1958 and on his field-guidance tour he roused the working people to the worthwhile struggle to introduce compulsory secondary education ahead of schedule.

He vigorously pressed ahead with building secondary schools in the countryside which posed itself as a pressing matter in introducing compulsory secondary education ahead of schedule.

Since almost all the graduates of primary school in cities and workers' districts enrolled in the secondary school during the Three-Year Plan, it was important to increase the number of secondary schools in the countryside in order to introduce compulsory secondary education ahead of schedule during the Five-Year Plan.

Considering the pressing situation, he paid close attention to the building of secondary schools in the countryside during his field-guidance tour there.

In July 1956 he guided Yaksu Secondary School in Changsong County, North Phyongan Province on the spot. That day he chose a sunny scenic place near a spa for the site of the school to be built newly. In autumn that year he visited the site of school construction and saw that the wall stove was installed instead of an ordinary stove in the class rooms of the newly built school.

Visiting again Yaksu Secondary School one day in mid-October 1957, he examined the ash pit door of the wall stove and an outer window and acquainted himself with preparation for wintering for the students.

In June 1957 he guided Sudu Secondary School in Sinphyong County, a mountainous place, in North Hwanghae Province on the spot. On entering a class room, he saw a handle of the door fixed too high, and said it was fixed too high so that students could open it only standing on tiptoe and suggested fixing it lower.

Thanks to his solicitude building of schools progressed rapidly in the whole country.

Appropriating enormous state funds for building of schools, he saw that it was promoted successfully. In 1957 1,260 million *won* (in the then currency) was appropriated for the sphere of education and the spendings for social and cultural measures in the state budget of 1958 were 4.4 times as against the 1953 figure.

Greatly encouraged by his instruction on introducing universal compulsory secondary education ahead of schedule and his solicitude shown to the education of the young generation, the entire working people swept away conservatism and mysticism of all hues and wrought miracles and renovation in production and enthusiastically took part in preparation for the introduction of compulsory secondary education.

The network of secondary school rapidly increased due to the popular measures of the state and the patriotic enthusiasm of the working people.

The number of secondary school increased by 675 in 1957 as against the previous year's figure and in 1958 it increased by 2,277 than in 1957 and amounted to 4,199.

He further strengthened training of secondary school teachers for the successful enforcement of compulsory secondary education. Haeju Teacher Training College was founded in 1957 and Wonsan Teacher Training College in 1958, and the existing teacher training establishments grew in scope.

While strengthening universities of education and teacher

training colleges, the Party and government saw to it that one-year short course (day and evening) for training secondary school teachers was set up at the school for educational cadres in each province and five-month training course at the normal school. In 1957 2,150 teachers graduated from regular teacher training establishments and over 1,900 junior middle school teachers were trained. In 1958 teacher training establishments produced over 7,400 secondary school teachers. As a result, in 1958 the number of junior secondary school teachers increased over two times the 1956's figure that was 1,300 and amounted to 2,700.

He paid profound attention to expanding publication of the textbooks for the junior middle schools and laying solid material foundation for it in order to introduce compulsory secondary education.

He saw to it that a solid foundation for publication of textbooks was laid. As a result, the amount of publication of textbooks for junior middle schools in 1958 increased by 1.5 million copies than in 1956. Secondary schools were well provided with laboratories, school fixtures and good conditions for practice.

With the successful progress of preparation for the introduction of compulsory secondary education the proportion of the graduates of primary school proceeding to junior middle school continuously grew and reached 92.2 per cent in 1957.

Basing himself on this success, he took the historic measure of going over to universal compulsory secondary education in all parts of the northern half of the Republic as of November 1, 1958.

In October 1958 the Fourth Session of the Second Supreme People's Assembly passed the Act on the Introduction of Universal Compulsory Secondary Education and on Preparing for Compulsory Technical Education.

The Cabinet of the Democratic People's Republic of

Korea adopted a decision concerning successful enforcement of this act. The decision pointed to the need to inquire about and register those who were to be enrolled in the junior middle school, make arrangement for their guidance and widely explain them the significance of the successful enforcement of universal compulsory secondary education. It saw to it that hostels were run for the students from distant mountainous areas and subsidy was paid to the hostelers who were sons and daughters of factory and office workers. It took a measure to issue uniform to the students of schools at all levels from 1959.

Thanks to the popular policy of the Party and the state all the graduates of primary school and even those failures of the preceding school year proceeded to the secondary school in the school term of 1958. As a result, in our country universal compulsory secondary education was enforced two years after the introduction of universal compulsory primary education, three years ahead of schedule.

At the time of the enforcement of universal compulsory secondary education the number of schools was over 2,510 and the students of junior middle schools amounted to over 919,000.

The enforcement of universal compulsory secondary education was a shining victory of President Kim Il Sung's Juche-orientated idea on education. It marked a milestone having great significance in satisfying our people's centuries-old desire for education of their children and in consolidating the system of our socialist education and in carrying out cultural revolution.

Realizing the Ideal of Universal Free Education

President Kim Il Sung set the introduction of universal free education as a basic task for the establishment of socialist

educational system and successfully implemented it in the period of laying foundation for socialism.

Introduction of universal free education is an essential requisite for providing everyone with the right to education and really is a basic question in founding and developing the system of socialist education.

Compulsory education is genuine only when it is free. The heavy burden of educational expenses together with poverty is a basic factor in depriving the working people of the right to education in exploiter society.

In the past our people were denied the right to education due to the Japanese imperialists' colonial policy of obscurantism and were barred from the opportunity to give full play to their wisdom and talent.

For the working people to become real enjoyers of education and genuine masters of nature and society they should be free from social fetters and actually provided with the right to education. Laying down the right to education in the law is not sufficient for its exercise. The right is actually ensured only when it is materially guaranteed by the state or public measures.

The policy of universal free education set forth by President Kim Il Sung opened the sure way for satisfying our people's centuries-old desire for education and guaranteeing actually freedom and rights. It fully meets the requirement of the man-centred Juche idea.

After setting forth the policy of universal free education, he made persistent efforts to implement it.

He accumulated valuable experience in communist education in the period of the anti-Japanese armed struggle and after liberation adopted a popular measure to drastically reduce the burden of educational expense.

He made preparations for universal compulsory free edu-

cation to give education to all the working people on the state's full responsibility. It was a wise measure to introduce universal free education ahead of schedule in keeping with the development of the productive forces of the country and consolidation of economic foundation, ensuring equality and efficiency. Universal compulsory primary and secondary education introduced in our country was progressive system of compulsory education based on free education. The Act on the Introduction of Universal Compulsory Secondary Education passed in October 1958 provides that free education shall be given in the junior middle school as of November 1, 1958 and that the state shall issue textbooks and school things free of charge to the children of patriotic martyrs and some citizens receiving state subsidy. Thus, a shining result of free education up to secondary education was achieved in 1958.

He saw to it that school fee was gradually reduced, the exempts from it grew and the system of state scholarship was continuously strengthened so that all the working people received increased state benefits.

Immediately after liberation when the economic situation of the country was difficult he took a measure to exempt children of the poor from school fee and give state scholarship to the students of colleges and universities. In 1958 he had the Cabinet adopt a decision providing free issue of textbooks, school things and commutation ticket to the children of patriotic martyrs and those of some citizens receiving state subsidy who attended primary or junior middle schools. In October 1958 he had the Cabinet adopt a decision as to raising state scholarship by 40 per cent as of January 1, 1959.

He saw to it that appropriation for education in the state budget was continuously increased for the enforcement of universal free education.

The government of the Republic made large appropriation

for education in the state budget and increased it every year. The increase of state budget appropriation for education was one of the essential conditions to make universal free education possible. The share of educational and cultural spendings in the total of the state budget expenditure was 12.7 per cent in 1956, 18.7 per cent in 1958 and 23.2 per cent in 1959. Educational spending per head of population in 1959 increased four times the 1954 figure. The gradual increase of educational spending was ensured by the development of the independent national economy.

This meant that solid socio-economic foundation was laid for giving universal free education to all the working people and their children on the state's responsibility.

Fully grasping the ripe conditions, he took an historic measure to introduce fully universal free education at the state's expense.

In March 1959 he had the Cabinet adopt a decision which announced the abolition of tuition fee in all educational establishments in our country as of April 1, 1959.

With the introduction of universal free education all the working people and their children in our country came to enjoy the right to receive actually education in all educational establishments from preschool ones to university and the post-graduate course at state and public expense without spending a penny.

Universal free education introduced in our country covers not only school education but also social education and adult education.

The students of different training institutions, refresher, correspondence and evening courses receive education, receiving full or almost full pay. The children of revolutionary martyrs, honoured disabled soldiers, supportless students and many other students receive not only scholarship but also

daily necessities and school things free of charge from the state.

Thus the system of universal free compulsory education is all-round and thoroughgoing one under which the state ensures study and living conditions for students with a sense of responsibility.

With the introduction of universal free education under his wise guidance and solicitude our people's centuries-old desire to give their children education has been carried out.

2) Promotion of the Training of Technical Personnel, Presiding over August 1960 Plenary Meeting of the Central Committee of the Workers' Party of Korea

Increase of Technical Personnel Training Establishments

President Kim Il Sung paid profound attention to the training of technical personnel needed for the successful fulfilment of the historic task of laying the foundation for socialism and socialist industrialization.

He said:

"Today, the most urgent problem in our socialist construction is the training of technical personnel. Since the war, many factories have been built, machinery is being turned out, and agriculture has been cooperativized and is advancing along socialist lines. In the northern half of the Republic, we will lay the basis of socialist industrialization before long and then will have to apply modern

technology to agriculture, the fishing industry and all other branches of the national economy. Only then will the material and technical foundations of socialist society be laid, a society far more developed than capitalist society. This entails a great change in the development of our productive forces. The greatest difficulty we have to overcome in making this change is the dearth of technical personnel. Unless this problem is solved, it is impossible to take a single step forward.” (Kim Il Sung, *Works*, Eng. ed., Vol. 10, p. 142.)

Above all he saw to it that the system of technical education was rearranged and reinforced and that the establishments training technicians and specialists of secondary grade increased.

He had a Cabinet decision “On reorganizing the system of training technical personnel and skilled workers” adopted in June 1957 and reorganized the system of technical education to suit the reality of our country. Former workers’ school and workmen’s school were unified in a passing-on-technique school and the industrial technique refresher course was merged with the passing-on-technique school, the agricultural technique refresher course was reorganized into the technician-training centre for agricultural cooperative farms.

One-year skilled workers schools were newly opened as refresher training schools to improve the technical skill of the skilled workers without being separated from production activity. The establishments training engineers and assistant engineers were reorganized into university, college and secondary specialized technical school.

This measure made it possible to remove the shortcomings of technical schools of the same profile being run on different systems and by different methods and make rational use of guidance force and material conditions for training techni-

cians and skilled workers while reducing the state's burden. It made it possible to strengthen unified guidance to the increased technical schools and make ministries, local power organs, factories and enterprises have a high sense of responsibility.

He had technical schools and new colleges founded in time on the basis of correct assessment of the demand of different branches of national economy for technical personnel and the prospect of its development.

The state above all took a measure to reinforce the training of technical personnel for agriculture. In March 1957 the government of the Republic took a measure to set up centres for training technical personnel for agricultural cooperative farms to raise the technical level of cooperative farmers and in February 1958 adopted Cabinet decision No. 14 on improving the work of training cadres in agriculture.

The plenary meeting of the Central Committee of the Workers' Party of Korea held in September 1958 adopted a measure to improve the training of technical personnel in irrigation while discussing and deciding on the extension of the area of paddy and non-paddy field under irrigation.

In 1959 Kanggye University of Veterinary Science and Animal Husbandry and College of Veterinary Science and Animal Husbandry were extended and veterinary science and animal husbandry department was set up at the university and college of agriculture to promote the training of technical personnel in keeping with the fast-developing stockbreeding. Some senior middle schools in stockbreeding districts were reorganized into the colleges of veterinary science and animal husbandry.

Through their decision the Party and the state took a positive measure to improve the training of technical personnel in the fishery, transport and other branches of the national economy.

By adopting a Cabinet decision on founding and extending universities and colleges in March 1959, he took a measure to greatly increase the establishments training technical personnel to satisfy the demand for them.

15 universities and many colleges were newly opened in 1959 in accordance with this decision.

In reinforcing the training of technical personnel he paid deep attention to improving its quality and increasing their number.

On March 9, 1960 he visited Kim Chaek University of Technology and delivered a very important speech *On Improving the Training of Technical Personnel* to its teaching staff and students.

He said that as we trained a large number of our cadres and technicians by our own efforts, the economy in our country was now managed efficiently by our own technicians and specialists, and even the largest factories were run by them.

He went on: the university is well-furnished and the students' living standard, too, fairly high. The ranks of the teachers of this university have also been consolidated and the foundations of university education perfectly established, and a solid basis for its further development does exist.

At present, technicians are wanted everywhere. This is a passing phenomenon resulting from the very rapid development of our country. One year is enough for us to do what other countries did in economic construction in five years, but it takes five years to train a technician.

Thus saying, he showed the way for universities to train better technicians.

He said further: If the students are to work properly as engineers immediately after graduation, they must have plenty of practice while at university. Approximately two years at

university should be devoted to theoretical education, and three years to practical training, so that they will acquire both theoretical knowledge and practical skills.

Another way of training more competent technicians is to enroll many factory workers in universities of technology. It is necessary to establish refresher training system for shop managers, their assistants and other officials on the job so that they study hard and grow able cadres.

Stressing that scientific and technological education can be successful only when political and ideological education is conducted well, he set the concrete tasks to intensify the training of the students in Party spirit and communist education among them.

His classic *On Improving the Training of Technical Personnel* is an historic work which made it possible to bring about a new turn in training technical personnel by showing the way to promote it in keeping with the tempo of socialist construction.

Later he gave guidance to different universities on the spot and looked into all questions arising in instructional and educational work.

In August 1958 he visited Kanggye University of Veterinary Science and Animal Husbandry and looked round the newly erected university buildings and in June 1959 gave the teachers of Wonsan University of Agriculture the important teaching serving as an important guideline for training farming technicians.

On three occasions in January 1960 he explained the teachers of Kim Il Sung University the tasks set before the university for the development of biology.

Encouraged by his instructions on the spot, the teaching staff and the students of the university launched a vigorous struggle to carry out his instructions. In this course the instruc-

tional and educational work in the university improved and strengthened.

At the National Meeting of Young Builders of Socialism held in March 1958 he called on the young people to acquire the habits of learning while working and take an active part in the campaign to acquire at least one technique and satisfactorily meet the pressing demand of socialist construction for technical personnel.

At the meeting he said:

“It is the sacred duty of young people to learn new techniques. Our youth should all acquire more than one technique and master the techniques and know-hows indispensable for carrying out their assigned tasks.” (Kim Il Sung, *Works*, Eng. ed., Vol. 12, p. 168.)

His policy of inducing all young people to acquire more than one technique was a wise one which made it possible to give full play to the inexhaustible energy and wisdom of the young people who are sensitive to the new and bring the technical and cultural level to a new high, drawing on their voluntariness and creativity.

In response to his appeal Democratic Youth League organizations widely launched a campaign to acquire new techniques and raise the technical level and improve technical skill among the working youth. As a result in one year after the meeting over 5,300 young workers sat for the state qualification examination and passed examination on several technical subjects and over 46,000 young workers raised their technical level and skill by one degree and more.

The campaign to learn advanced farming techniques was widely organized and launched among the rural young people. They widely ran farming technique study circles and technical schools for young farmers. The young people involved in them amounted to over 158,000 in 1957. They learned soil science,

agronomy, the science of breeding and cultivation of crops there. As a result, their technical level and technical skill gradually improved. Over 26,500 young farmers passed the state technique qualification examination between 1958 and 1960.

This clearly proved the correctness and vitality of his policy of raising technical level by learning while on the job.

August 1960 Plenary Meeting of the Central Committee of the Workers' Party of Korea

Under the wise leadership of President Kim Il Sung the Five-Year Plan was fulfilled ahead of schedule and the task of laying the basis for socialism was carried out successfully. This new situation of the country urgently demanded that technical personnel be trained in large quantities by accelerating overall technical revolution.

Perceiving this situation, he took a radical measure to improve the training of technical personnel for the successful fulfilment of technical revolution at the Plenary Meeting of the Central Committee of the Workers' Party of Korea held in August 1960.

He said:

“In order to effect an all-round technical revolution and to turn our country into a developed industrial state in the coming Seven-Year Plan period, we must expand the ranks of our technical cadres radically.

“The regular institutes of higher learning are not enough to do the job, so we must set up many technical colleges in the large factories, mines, enterprises and agricultural and livestock farms so that our working people can study while on the job. We must also vigorously develop correspondence courses and evening schools so that many

working people can become technicians within a short period of time.” (Kim Il Sung, *Works*, Eng. ed., Vol. 14, p. 183.)

The plenary meeting set the following tasks for the improvement of the training of technical personnel in accordance with his instructions:

1. To correctly draw up the plan for the training of technical personnel, basically reexamine special courses for the training of technicians and specialists and establish them to suit the situation of our country, to take it as the basic direction for drawing the plan of training of technical personnel to satisfy the demand for mechanical, electric, chemical, transport, light industry, fishery, agricultural, stockbreeding and geological technicians on the correct assessment of the technical level and the tempo of technical development in different branches of the national economy and the state of and demand for technical forces of different branches on the basis of the basic direction of development of the national economy;

2. To vigorously develop factory college, factory higher technical school, evening and correspondence courses in which people can study while on the job;

3. To improve and strengthen the work of the existing colleges and higher technical schools, especially raise the scientific and ideological level of instruction and education and further tighten combination of education with productive labour;

4. To set up the network of mass technical study and regularly conduct technical study in factories, enterprises, agricultural and livestock farms and elsewhere to raise the cultural and technical level of the working people;

5. To strengthen ideological education of youth and students, technicians and specialists, namely, education in Party policies and revolutionary traditions and communist education.

In response to his very important instructions the plenary meeting pointed to the need for the whole Party to pay attention to the acquisition of techniques and training of technical personnel and called on the entire Party members and working people to acquire techniques and turn factories, mines, enterprises, rural villages, fishing grounds and other workshops without exception into fine seats of learning for the training of technical personnel to train faster and better more of technical personnel.

August 1960 Plenary Meeting of the Central Committee of the Party was an historic meeting which marked a milestone in vigorously accelerating technical revolution in all branches of the national economy and bringing the training of technical personnel to a new stage.

A factory college or a factory higher technical school was set up in major factories and enterprises of our country in accordance with the resolution of the plenary meeting beginning with September 1960.

As a result, in 1960 24 factory colleges, 11 communist colleges and 47 factory higher technical schools were newly opened.

Education through evening and correspondence course greatly developed in accordance with the resolution of August Plenary Meeting of the Central Committee of the Party. During the Five-Year Plan period the number of evening and correspondence colleges increased more than 8.3 times. As a result, in 1960 the students who studied while on the job amounted to 49,000 more than half the total number of students.

He gave guidance to factory and communist colleges on the spot so that they gave full play to their advantages and indicated the direction for them to follow and gave instructions as to the problems arising in their operation.

After the historic August Plenary Meeting he had a talk with the teachers and students of Hungnam Communist College and Hungnam University of Technology.

That day he gave instructions concerning improving instructional and educational work in factory and communist colleges.

Remarking that students have the basic tasks of both making good showing in production and studying hard, he stressed the need for the teachers to do away with formalism in instructional and educational work, have a high sense of responsibility and ensure that students engage in study and production without least inconvenience and for Party organizations to help colleges.

The factory college displayed its great advantages under his solicitude.

It made it possible to train a large number of technical personnel from among workers and organically combine education with production, theory with practice.

It also made it possible to develop rapidly production and technology in all branches of the national economy and to do away with conservatism and mysticism about technology, introduce new techniques and energetically push ahead with technological renovation by bringing the technical and cultural level of workers to that of college graduates.

During the Five-Year Plan period shining success was achieved in the training of technical personnel under the wise guidance of President Kim Il Sung. The number of universities and colleges increased from 19 to 78 and that of students grew five times and amounted to over 97,000.

Technical education also greatly developed.

In 1960 the number of technical education establishments except technical colleges exceeded 1,000 and the students enrolled in them reached 400,000.

In 1960 the number of engineers, assistant engineers and specialists in the different branches of the national economy amounted to over 133,000, two times the 1956's figure. It is 610 per-cent growth in comparison with that in October 1953. Thus, all of our modern factories and enterprises came to be run by our technicians and specialists.

3) Struggle to Raise the General Knowledge Level of the Working People

Establishment of New System of Adult Education

Great President Kim Il Sung set it as an important task of cultural revolution to raise the general knowledge level of the working people and wisely led adult education.

He said:

“The main aims of the cultural revolution are to raise the educational, cultural and technical levels of the people.” (Kim Il Sung, *Works*, Eng. ed., Vol. 12, p. 350.)

Socialism and communism cannot be built with the wisdom of a few people but can be built successfully only when the broad section of the working people are equipped with ample knowledge about nature and society. Only when they are solidly equipped with ample knowledge about nature and society can they play the part of master in remolding nature and society and become versatile communists of new type required by socialist and communist society.

Our country lagged far behind in modern technical civilization and the general cultural level of people was very low because it did not go through the normal stage of capitalist development and was a colony of Japan.

For successful socialist construction it was necessary to do away with cultural backwardness as early as possible and raise the cultural and technical levels of the working people.

For the expansion and promotion of adult education he saw to it that the network of adult education was set up in keeping with the knowledge level of the working people.

In June 1955 he had the Cabinet adopt a decision on setting up refresher training course at the primary and junior middle schools and improving the standard of general education and scientific knowledge of the cadres of state institutions and social cooperative organizations and young working people and took a measure to strengthen adult education. In pursuance of this decision the one-year refresher course was set up at the primary school for those who are not enrolled in the junior middle school, the correspondence secondary school course (three-year junior and three-year senior middle school courses) and evening cadre training school (two-year junior and two-year senior middle school courses) was opened and the six-year working youth school established in major workshops in the production shops in the 1955-56 school year. As a result, a wide avenue opened for the young and other working people to attain the secondary educational level while on the job. The evening cadre training school was set up and run at the senior middle schools in major cities and the officials working in rural and mountainous districts which are inconvenient for the operation of the evening cadre training school were mainly enrolled in the correspondence secondary school course. In the 1957-58 school year there were 19 evening cadre training schools with the total number of 2,500 students and 3,900 students enrolled in the correspondence secondary school course and over 2,100 students in the young working people schools.

Liquidation of illiteracy in the newly liberated districts after the war posed itself as an important issue in developing

adult education and raising the general knowledge level of the working people.

There were many illiterates among the people in the newly liberated districts who had been under the dark rule of the US imperialists and south Korean puppet clique because of their policy of obscurantism. It was an important task set before the government of the Republic to wipe out illiteracy from among the people who came to enjoy a new life in the bosom of the Republic after the war.

Many adult quick-training schools and adult schools were set up in the newly liberated districts under his care after the war. Adult schools were set up and run in a rational way with consideration for the working hours of the working people and the distance they had to walk to and from school and able teachers were assigned to them.

368,000 working people were enrolled in 9,809 adult quick-training schools as of December 1953.

With the rapid progress of socialist construction after the war he had a new system of adult education set up to strengthen adult education.

In November 1958 he saw to it that a Cabinet decision on raising the general knowledge level of the working people to that of the graduates of the primary or junior middle school or above was adopted.

The decision stipulated that the two-year working people's school be set up at the major workshops in streets and rural districts to impart the knowledge of primary school graduate level and above to the working people lacking it and be run as of December 1, 1958 and that the two-year correspondence working people's secondary school course be widely set up for the junior secondary classes of the former evening specialized technical school, the young working people's school and the junior course of evening secondary school and the preparatory class of

the evening technical specialized school, and that the junior course of the correspondence secondary school be reorganized into the correspondence working people's secondary school as of September 1959. It pointed to the need to set up evening or correspondence educational establishments corresponding to the course of technical school and higher specialized technical school so as to give systematic education to the graduates of the working people's secondary school.

The Cabinet decision pointed to the need to correctly draw up the curriculum and teaching programme for the working people's secondary school in time and form the ranks of lecturers from the teachers of schools of different levels, the students from senior middle school and upward and able officials in the relevant workshop.

It saw to it that study conditions of students were ensured, the night nursery set up for women and the solid material foundation for the adult educational establishments laid in a public campaign.

This measure made it possible to readjust and reinforce the system of adult education and enroll the working people in the adult educational establishments in consideration of their level in a way suited to the objective of cultural revolution—to induce all the working people to attain the level of the graduates of the junior middle school.

In each province the adult education guidance committee was set up to give collective guidance to adult education in all the production workshops and agricultural cooperative farms. It helped to do away with disorder in adult education and energetically press with it in a nationwide campaign.

The candidates for adult education were properly sought and registered and adult educational establishments were rationally distributed.

He saw to it that the lecturers of the working people's

school and the working people's secondary school were selected from ex-service men in workshops and in the countryside and graduates from the senior middle school and the specialized school and students were widely enlisted in adult education during vacation. Thus, in December 1958 alone over 6,000 students including those from Kim Il Sung University and Pyongyang University of Education (today's Kim Hyong Jik University of Education) were enlisted as lecturers in adult schools. In order to improve the standard of lecturers teachers from different schools were selected to guide and help the lecturers of the working people's school and the working people's secondary school with a sense of responsibility so that they improve their political and practical qualifications and short course and exchange of experience were widely arranged for the lecturers of adult schools.

He saw to it that on the basis of these preparations the working people's school and the working people's secondary school were opened across the country in December 1958.

The working people's school and the working people's secondary school were set up across the country in a short period. At the end of 1958 there were over 6,100 working people's schools and more than 2,900 working people's secondary schools with a total student enrollment of 1,370,000. In 1959 there were over 7,500 working people's schools and over 3,000 working people's secondary schools with a student enrollment of 991,000 and a large number of graduates from them.

Deep Attention Paid to Raising the General Knowledge Level of Farmers

President Kim Il Sung showed special attention to raising the general knowledge level of farmers by strengthening adult education in the countryside.

Under his wise leadership in our country the problem of raising the knowledge level of the working people in cities to that of primary school or junior middle school graduates was basically settled. But the general knowledge level of farmers was still low.

Hence, he put great efforts into raising it with main stress on adult education in the period of laying the basis for socialism.

In a talk with the officials of Party, government, economic bodies and public organizations in Jagang Province in August 1958 he spoke about a particular ri of Changsong County, basing himself on the data he obtained, and indicated the way to raise the knowledge level of farmers.

He said:

“Let me give you the example of a particular ri of Changsong County. It has 120 houses, 22 persons having a standard of education as that of secondary school graduates—11 teachers, as well as the ri Party committee chairman, ri people’s committee chairman, chairman and chief accountant of the cooperative, and workers at the forestry station, road office and stores. If the ri Party organization mobilizes these people properly, it will be able to conduct both the work of adult education and the work of the democratic publicity hall in an effective manner. If the 120 houses are distributed among the 22 educated persons, each of them will be in charge of five or six houses. If they work hard for some three years, the cultural standard of all the people in the ri will be improved and their ideology will be changed considerably.” (Kim Il Sung, *Works*, Eng. ed., Vol. 12, p. 351.)

In response to his highly important instructions a vigorous struggle to raise the knowledge level of farmers was launched in the countryside. Publicity activity with five houses

as a unit was vigorously conducted and scrupulous arrangements were made to set up and run the working people's school and the working people's secondary school in conformity with the actual conditions of farmers.

In a particular ri of Ryongchon County in North Phyongan Province energetic political work was conducted among cooperative farmers to induce them to be enrolled in the working people's school to raise their general knowledge level.

The working people's school guidance committee was set up and 647 candidates for the working people's school were found and registered from among the farmers of the ri and nine working people's schools and five working people's secondary schools were set up in consideration of their knowledge level, sex, age and place of residence. An evening nursery was run for the women with children in the ri and 14 teachers from the primary and secondary schools and the assistant agronomists of the cooperative farm and head of the democratic publicity hall were appointed lecturers in the working people's school and the working people's secondary school. Vigorous struggle was launched in all rural villages across the country to raise the knowledge level of farmers in a short period.

He saw that the organizational work to strengthen adult education in the countryside was improved, and inquired how farmers' study was going on and took a close interest in it.

During a talk with the attendants at the meeting of activists in a branch of the national economy held in Pyongyang in April 1957 he asked a woman farmer from Kangwon Province what she was studying.

She candidly replied that she did not strive to study more, being content with having acquired literacy in an adult school after liberation. He awakened her to her mistaken idea and said that only when she studies more can she produce more grains and take revenge on the enemy. He told her to write her name

and remarked that she wrote well and that he intended to set up schools for her like in future. Indicating the need for her to study more before attending school, he told her to study hard since it is impossible to take a step forward without knowledge.

He always took a close interest in the study of farmers even during his tour of guidance to the countryside.

In January 1959 when he gave field guidance to the Hungnam Cooperative Farm in Sangphal-ri in Mundok County he asked how many graduates from junior and senior middle schools were in the cooperative farm and gave instructions as to raising the knowledge level of farmers to that of secondary school graduates.

He stressed that in our society even farmers should study although under Japanese rule people studied for government service and said that in the past our women were denied the chance of learning and their general knowledge level was low and so a close attention should be paid to raising it.

One March day in 1958 he visited the hostel for the attendants of the short course for the families of the fallen soldiers and of those killed by the enemy in Anak County, South Hwanghae Province. Looking into the notebook of a woman, he praised her for good performance and gave detailed instructions concerning organizing classes with due regard to the standard of the attendants and other questions arising in running the short course.

Telling her to sit closer to him, he corrected the wrongly written letters in her notebook one by one with a pencil and kindly taught her how to write.

He showed no end of solicitude to rapidly raise the general knowledge of our farmers and make them cultured and full-fledged masters of the socialist countryside.

In January 1959 when great President Kim Il Sung visited

Wonha-ri in Phyongwon County, South Phyongan Province he indicated the concrete way to raise the living standard of farmers in the village and asked what books they were reading most.

Remarking that it is very important for farmers to learn advanced farming techniques for building the socialist countryside, he examined the list of books in the democratic publicity hall.

He said, **“Agronomical books are still small in number. I will send you the books I have read. As I experienced when I induced my men to study during the anti-Japanese armed struggle, it was good for them to put down their impression on the last blank page of the book they read. When you give out books, it is advisable to insert a blank paper in the back of the books for the readers to put down their impressions of the book they read.”** Later he sent the villagers many books including the book *Advanced Farming*. The books he sent them bore marks made with a red pencil and a blank paper was inserted in the back of each of them for the readers to put down their impression. The pages of the books he sent them bespoke the intense affection and solicitude with which he bound notebooks for the men of the Korean People's Revolutionary Army and helped them in their study, writing down Korean alphabets and figures in their notebooks.

Thanks to his meticulous solicitude adult education in our country rapidly developed and the general cultural and technical level of the working people rose as a whole. General and technical education of workers and farmers in the production unit was strengthened and in 1960 one million working people were attending primary and secondary adult schools.

4) Reorganization of Public School System and Establishment of Socialist Educational System

Reorganization of Public School System

With a keen insight into the mature requirement of our revolution and socio-economic development great President Kim Il Sung wisely led the reorganization and completion of public school system.

He said:

“In order to build socialism and communism, the new generation should be brought up as cultured and harmoniously developed workers possessing general elementary knowledge and modern technology. Taking into consideration these practical needs of socialist construction, our Party reorganized the public school system in 1959 and took important measures to radically improve the work of all schools.” (Kim Il Sung, *Works*, Eng. ed., Vol. 15, p. 158.)

With the undivided sway of the socialist relations of production and rapid development of productive forces the reorganization of the public school system became the urgent requirement of the reality of our country. The then senior middle schools were not properly geared to the new tasks the reality set before the schools. They confined themselves to imparting students the general knowledge divorced from real life, neglected technical training for students and laid unilateral stress on preparing them for university and college. They were somewhat disadvantageous for imparting students the knowl-

edge useful in the revolution and construction and techniques and skill and training them ideologically and revolutionarily.

With a scientific insight into the pressing requirement of socialist construction in our country he took a historic measure to establish the new public school system to train young generation to be cultured and harmoniously developed socialist and communist builders possessed of general basic knowledge and modern techniques.

This is the Reorganization of Public School System Act adopted at the Sixth Session of the Second Supreme People's Assembly in October 1959.

Pointing out that the primary school and the three-year secondary school are to be retained as they are, the Act stipulated that the primary school and the secondary school are to impart students basic general education and basic technical education, educate them in communist morals and love for labour and develop sound physique and aesthetic judgement.

It specified the need to set up the system of secondary technical education combining closely general education with technical one.

It said that the two-year technical school admitting the graduates of the secondary school and the two-year higher technical school enrolling the graduates of technical schools are to be set up and that the technical school is to train students to be prepared technically and culturally by giving them technical education to impart them more than one technique or skill and secondary general education, and educating them to have communist attitude toward labour. The Act specified that the higher technical school is to train the junior technical personnel capable of working independently in the relevant specific branch of the national economy by giving students complete secondary general education and secondary technical education. The Act stipulated that the two-year evening techni-

cal school for the working people is to be retained in the system of secondary technical education and that the two-year evening higher technical school and correspondence higher technical school is to be newly opened in 1961. The Act pointed to the need to abolish senior middle schools, secondary technical schools and some higher technical schools in connection with the establishment of new system of secondary technical education. It specified the need to introduce the system of teacher education in accordance with the reorganized public school system.

The teacher education system reorganized in accordance with the Act includes the three- or four-year teacher training college admitting graduates of technical school which trains teachers for kindergarten, primary and secondary schools and the four-year university of education training teachers for technical and higher technical schools. The Act provided for setting up the eleven-year music, dance and art schools including the stage of primary school and four-year sports school admitting the graduates of secondary school to develop music, dance, sports and physical culture and the eleven-year foreign language school including the stage of primary school.

In December that year the government of the Democratic People's Republic of Korea adopted a Cabinet decision to implement successfully the Reorganization of Public School System Act. For the successful reorganization of public school system in a short time enrollment of new students in senior middle schools was suspended in 1960-61 school year and steps were taken to make preparations to lay solid material and technical foundation for reorganizing the senior secondary school into the technical or higher technical schools and set up the course training teachers for technical or higher technical schools at Kim Il Sung University and other universities and colleges in the 1960-61 school year and reorganize the former

normal school into the teacher training college and the former teacher training college into the university of education in the 1961-62 school year. In addition, concrete measures were taken to revise and perfect the rules, curricula, teaching programme and textbooks for the new schools in time.

For the successful reorganization of the public school system the Party and government widely conducted explanatory work among the entire people to bring home to them its aim and significance and the bright future of public education and put efforts into the full preparation of material conditions for the reorganization of public school system. Particularly the erection of school buildings and practice workshops and equipment promoted.

In addition a keen attention was paid to rationally siting technical and higher technical schools in consideration of the prospect of economic development of the country and the actual situation of provinces to reckon with the prospect of introduction of compulsory technical education.

The reorganization of the public school system was a just measure to do away with the shortcomings of our educational system and better effect the organic combination of education with productive labour through the technical and higher technical schools.

In addition, he saw to it that the contents and method of education were improved on the principle of combining education with production, theory with practice in all schools.

Combination of education with productive labour enables students to consolidate the obtained knowledge, acquire techniques and skill and cultivate intense love for the country and nation, communist attitude toward labour, discipline and collectivism, strong will and other noble moral traits.

Visiting Yaksu Secondary School in Changsong County one autumn day in 1957, he said, **“We should give useful**

education. Education cannot impart useful knowledge when it is conducted only in such a manner that so-and-so is said in a particular lesson of textbook. Education should be closely combined with the actual life."

Visiting this school again in the summer of 1959, he praised the students for properly building up the plot for practice and rabbit hutches and said that it is important to teach how to raise grass-eating animals in schools in mountainous districts.

Calling on Saegil Secondary School in Sinchon County, South Hwanghae Province late in March 1958, he said that since the school is in a farming area it should mainly teach students how to do farming, how to drive a tractor, handle machines, prune fruit trees and spray agricultural chemicals.

The teaching programme of schools at all levels was changed so as to increase basic technical education on his instructions. As a result, a keen attention was paid to imparting the knowledge about production and skill while teaching the basic fundamentals of science through instruction in general subjects, particularly physics, chemistry, biology, mathematics and geography. Particularly it was seen that basic technical know-how and skill were imparted to students through practical training in the secondary school.

He saw that the Cabinet order No. 3 on strengthening combination of education with productive labour was adopted in February 1959 to reinforce the material foundation of schools at different levels.

Pointing to the need to provide schools at different levels with production facilities, the order provided that local factories and enterprises be made supporters' organizations for nearby schools and relations between school and production enterprises be strengthened. In addition, measures were taken to strengthen guidance to production and technical control in the

schools at different levels and assign production quotas to their practice workshops and secure them necessary conditions.

The contents and method of education in schools at different levels were further improved on the principle of combining education with production, theory with practice as he indicated.

Pupils in public schools came to acquire knowledge about general subjects and the basic knowledge about industry and agriculture and technical skill and many pupils came to learn to drive an automobile and a tractor and cut simple machine parts and make school things and daily necessities on their own. In this course they came to use knowledge acquired from books, train themselves through labour and acquire technical skill and grew to be harmoniously developed persons.

The schools of higher learning increased hours for specialized training and further reinforced production practice, productive labour and work for technical renovation in close relation with factories, enterprises, construction sites, agricultural and stock farms and fishing grounds.

As a result, students of universities and colleges came to consolidate the acquired knowledge and cultivate their practical ability through productive activity and construction work.

Thus, under his wise leadership the public school system was reorganized and the work of schools at different levels was radically improved as required by socialist construction.

Full Establishment of Socialist Educational System

President Kim Il Sung fully established the advanced socialist educational system by reorganizing the public school system and by improving the contents and method of education to meet the requirement of socialist society.

He said:

“Upon completion of the socialist revolution and with the full-scale promotion of socialist construction, the system, content and method of education were adjusted to suit the requirements of socialist society and so the socialist education system became fully established.” (Kim Il Sung, *Works*, Eng. ed., Vol. 32, p. 375.)

The establishment of socialist educational system which fully implemented his Juche-orientated educational idea is the main success in the sphere of education in our country during the period of the Five-Year Plan, the period of laying foundation for socialism.

Socialist educational system in our country was established in the struggle to fully and practically ensure the socialist working people the right to education and in the process of doing away with the remnants of old society in education, reorganizing educational system and improving the content and method of education to meet the requirement of socialist construction.

In order to eliminate the remnants of old society in the sphere of education during the Five-Year Plan period he did away with the separation between education and productive labour, general education and technical education and set up an advanced educational system helping to bring up young generation to be harmoniously developed men of new type while introducing universal compulsory secondary education and free education.

At the same time energetic struggle to establish Juche in education was launched and the content and method of education were improved on the principle of closely combining theoretical education with practical training, education with productive labour.

Successful introduction of universal compulsory educa-

tion and free education, reorganization of educational system and improvement of the content and method of education to meet the practical requirement of socialist construction were an historic event of great significance in the development of educational system.

The historic task of fully establishing socialist educational system was carried out successfully in our country during the Five-Year Plan period. During the Five-Year Plan period the number of schools at all levels increased to over 8,000 with the total student enrollment of 2,530,000 and our country became the "country of education" where the entire people study.

Our system of socialist education is the man-centred excellent educational system which fully has implemented his Juche idea.

Our socialist educational system is the Juche-orientated educational system which fully meets the basic requirement of the great Juche idea for approaching everything with man at the focus and making everything serve man.

It helps make the working people the true masters of education and genuinely enjoy it and bring them up to be independent, creative and powerful beings.

Our system of socialist education is the educational system serving the revolutionary cause of the working class, the cause of building socialism and communism because it embodies the great Juche idea. It is most popular educational system which gives education to workers, farmers and the other members of society with full responsibility resting with the state.

The full establishment of social educational system was an historic event in the development of revolution and education in our country.

It vehemently accelerated ideological, technical and cul-

tural revolutions and provided sure guarantee for bringing earlier the complete victory of socialism.

The establishment of socialist educational system consolidated the revolutionary base in the northern half of the Republic and greatly encouraged the south Korean people in their struggle, thereby helping bring earlier national reunification and the nationwide victory of our revolution.

5. Great President Kim Il Sung Organizes and Leads the Struggle to Consolidate and Develop Socialist Educational System (1961-1969)

1) Promotion of the Work for the Introduction of Universal Compulsory Nine-Year Technical Education and Consolidation of Socialist Educational System

The Original Policy of Compulsory Technical Education

Proposing a grandiose plan for overall socialist construction at the historic Fourth Congress of the Workers' Party of Korea President Kim Il Sung set an important task before the sphere of education in the Seven-Year Plan period.

He said:

“Based on the successful enforcement of compulsory secondary education, nine-year compulsory technical education should be fully introduced during the period of the Seven-Year Plan. Going over to universal compulsory technical education means a further development of the socialist education system. It marks an epochal change in the

work of training the younger generation to be capable builders of communism.” (Kim Il Sung, *Works*, Eng. ed., Vol. 15, pp. 198-99.)

His policy of compulsory nine-year technical education was an original policy that made it possible to train the younger generation to be harmoniously developed communists, by closely combining general education with basic technical education, education with productive labour.

This policy made the training of technical personnel keep abreast of socialist industrialization and overall technical revolution.

Compulsory nine-year technical education makes the younger generation acquire more than one technical skill by giving them general education and basic technical education and thus raises the cultural and technical level of all the working people to a higher plane and paves the way for training technical personnel better on a broad mass basis.

The policy of universal compulsory nine-year technical education was a just one which reflected the nature of socialist society.

The policy of compulsory nine-year technical education ensures that all the young people under working age attend school to receive secondary general education and acquire more than one technical skill before they launch into society. It makes it possible to fully fulfil the essential requirements of socialist society that the state gives education to the young generation on its responsibility.

Our Party's policy of universal compulsory nine-year technical education is imbued with President Kim Il Sung's warm love for the young generation and his lofty intention to free them from juvenile labour, the remnants from old society, and provide them with basic qualifications necessary for an independent activity in society on the responsibility of the state.

Founding of Technical Schools and Expansion of the Network of Schools

While preparing for the enforcement of the compulsory nine-year technical education, President Kim Il Sung paid profound attention to founding and developing the schools conforming with the nature of the new compulsory education.

Since the new compulsory education was compulsory technical education unlike the former compulsory education, the schools had to give secondary general education and impart the basic knowledge about modern production and practical ability.

Already in 1958, in those historic days when the enforcement of the compulsory seven-year secondary education was proclaimed, he saw through the limitations of system of senior middle education which laid unilateral stress on general education and was divorced from actual life and took an historic measure to set up the technical school, the school of a new type.

The new technical school which admits students who have received secondary general education of the first stage is designed to give them mainly secondary general education and impart them the basic knowledge about modern production and more than one technical skill in two years. It is the most rational form of education which reflects the essence of socialist education and makes it possible to carry out the aim and mission of compulsory technical education because it closely combines general education with basic technical education, education with productive labour.

He had at first one technical school set up in one county and ran it on a trial basis to confirm its advantages in practice,

improve the content and method of school education and accumulate experience in its operation and then gradually increased its number.

At his suggestion the two-year technical schools were founded in preparation for the compulsory nine-year technical education beginning with November 1, 1958.

Basing himself on these preparations, he saw that the Sixth Session of the Second Supreme People's Assembly was convened in October 1959 and took an epochal measure to abolish the system of higher secondary schools which almost did not give technical education and set up the system of technical and higher technical schools combining closely general education with technical education, education with productive labour.

Founding of the technical schools of a new type and the establishment of popular education system mainly consisting of the technical and higher technical schools were wise measure providing a sure guarantee for the enforcement of compulsory technical education.

Simultaneously with the display of the advantages of the technical schools in practice and the successful reorganization of public education system over 1,100 technical schools were set up in cities, industrial districts, farm and fishing villages already in the early period of the Seven-Year Plan.

With the increase of technical schools he paid deep attention to rationally siting them and correctly determining the types of school courses.

At the Fourth Plenary Meeting of the Cabinet of the Republic in October 1962 great President Kim Il Sung gave detailed instructions on siting technical schools in a proportionate manner and rationally determining the types of study courses in consideration of the local characteristics and the economic development of the country as a whole and sent guidance personnel to different parts of the country to examine

and adjust the siting of technical schools. As a result, on the basis of fact-finding and guidance work it was possible to rationally settle the question of siting technical schools and determining types of school courses which was difficult and complicated one in preparing the compulsory technical education, in consideration of the present and future requirement of economic development of the country and the location of schools.

It was a question of key importance in preparing for the enforcement of new compulsory technical education to lay a firm material and technical foundation for technical schools in conformity with their characteristics.

He said, **“Naming the school technical school does not bring about technical education. Only when facilities for practical training worthy of its name are available, is it possible to give technical education.”** He saw that the state provided educational conditions on its responsibility.

The state investment in education gradually grew every year in accordance with the measure taken by him and, on its basis, school construction was included in the state plan and energetically promoted. Experiment equipment factories were set up in the capital and provinces and greatly increased production of equipment and materials for experiment and practical training. The section dealing with the supply of equipment and materials for experiment and practical training to technical schools was set up at productive ministries and a well-knit system of their supply to technical schools was established.

Large efforts were put into creating conditions for experiment and practical training in agricultural schools which form a large proportion of technical schools in our country.

At his suggestion agricultural practice ground was laid at each agricultural school and a large exemplary agricultural or stock farm for practical training furnished with modern farm-

ing machines and equipment was set up for three or four towns or counties. This helped improve education in agricultural techniques and forcefully accelerate technical revolution in rural areas.

A measure was taken to build schools at state expense in the rural districts in pursuance of the policy laid down in the theses on the socialist rural question, whereas some of them were formerly built by cooperative farms. Difference between town and country in education conditions including building of schools was eliminated and building of schools carried out entirely at state expense.

Great success was achieved in drastically increasing technical schools and laying material foundation for them due to the correct measure taken by him and his deep solicitude.

During the period between 1959 and 1960 when preparation for compulsory technical education started over 7,500 classrooms were built in the country. 25 schools with the total of 175 classrooms were built in 5-6 years after 1960 in Phungsan County in Ryanggang Province where there had been only one primary school before liberation.

In 1960 the number of technical schools was 555 in the country whereas it increased to 1,207 in 1966 and three or four schools were built per ri in country areas. As a result, technical schools were evenly distributed across the country and were equipped with laboratories, study rooms, practice workshops furnished with modern machines, equipment and technical means, and agricultural and stock farms for practical training were built up. This created solid material condition for enforcing compulsory technical education by closely combining general education with basic technical education, education with productive labour.

Training of a Large Number of Engineering Teachers and Working Out of the System of Compulsory Technical Education and New Teaching Programme

President Kim Il Sung saw that the state paid attention to the training of teachers, engineering teachers in particular, in charge of the compulsory nine-year technical education.

How to meet the great demand for teachers arising from steady increase of technical schools and particularly how to train engineering teachers to impart the young generation more than one technical skill was an issue of key importance for the successful enforcement of compulsory technical education.

He gave precedence to the training of engineering teachers, fully realizing its importance for the enforcement of compulsory nine-year technical education and already in 1958 took a measure to set up colleges training engineering teachers. The training of teachers in basic technical subjects started with Phyongnam Engineering Teacher Training College set up in December that year and courses for training teachers for technical schools were set up at colleges of engineering, higher and secondary technical schools, which produced over 3,000 engineering teachers.

On the basis of the experience accumulated in training engineering teachers the whole system of teacher education was reorganized in 1959 to suit the circumstances so that the system of technical and higher technical schools was established.

Accordingly, the teachers of the technical and higher technical schools came to be trained in the universities of education and the engineering teacher training college was reorga-

nized into the university of engineering teacher education. As a result, the universities of engineering teacher education were set up in the eastern and western parts of the country, which opened a vista of further improving the training of teachers.

The state took a measure to appoint as teachers the eligible technicians in the modern factories, enterprises, agricultural and stock farms to satisfy the fast-increasing demand for engineering teachers.

The training of teachers for the enforcement of compulsory technical education was conducted with foresight due to the wise measure taken by President Kim Il Sung. As a result, in 1964 the number of engineering teachers increased three times the 1959's figure and in 1966 19 teacher training institutions produced over 8,000 graduates.

With the successful progress of preparation for the enforcement of compulsory nine-year technical education he gave clear-cut answers to the many theoretical and practical problems including working out of the system of compulsory technical education and teaching programme.

In those days many theoretical and practical problems including working out of system of technical education and teaching programme provoked much discussion among teachers and educationists since compulsory technical education was new to them. They offered different opinions and failed to come to a settlement.

Considering this situation, he took time to consider their immature suggestions and consulted with them and showed them the way to settle the questions in hand to meet the situation of the country and the requirement of the Party's policy.

He saw to it that the five-year secondary schools were set up by merging the former three-year secondary schools and the two-year technical schools instead of setting up the latter in parallel with the former. The five-year secondary schools were

original ones which mainly completed secondary general education in succession to the primary education and gave basic technical education.

He gave a profound scientific exposition of the notion, content and method of the basic technical education which was an important matter to be settled for the successful enforcement of compulsory education

He said, **“The basic technical education is mainly designed to impart the basic knowledge about modern technology which may be useful in any branch of the national economy, mainly that about electricity, machinery, metals and agriculture. In order to impart basic technical knowledge and technical skill which are applicable to practical work the courses of study should be chosen and teaching programme be worked out in consideration of the economic features of the city, workers’ districts or the country area where the school is situated.”**

He saw to it that due attention was paid to the characteristics of woman education in drawing up the teaching programme for compulsory technical education.

He said that it is desirable to set up the female secondary schools separately from the male ones to give education suited to the characteristic features of women and suggested introducing the subject “female student practice.” He stressed the need to impart female students the know-how of weaving, food processing and sanitation in consideration of the characteristics of their future public activity.

Visit to Schools

Having set forth the policy of universal compulsory nine-year technical education and adopted measures to implement

it, President Kim Il Sung visited different technical schools in the provinces to push ahead with the preparation for compulsory education.

Giving field guidance to Changsong and Pyoktong districts in North Phyongan Province in July 1960, he, though busy, acquainted himself with the progress of building of schools and conditions for experiment and practical training there. In late July at the consultative meeting of the leading functionaries of Pyoktong County he settled the question of needed labour and materials while pointing to the need to set up a technical school and showed the way to build a two-storey school well.

Having set up the technical schools he paid close attention to their advantages and efficiency. Giving guidance to the Taean Electrical Machinery Plant on the spot, he had a talk with two female workers at the electric wire shop when he hit upon an interesting question. One of them was a five-grade worker, while the other was a three-grade worker.

He asked why they had different grades, though they were of the same age. The reply he received was that the five-grade worker graduated from the technical school, while the three-grade one finished the secondary school. The graduate of the secondary school was a three-grade worker though she took a job in the factory two years earlier. But the graduate of the technical school was a five-grade worker, though it was not long before she was employed by the factory.

Now he asked the shop manager who of them worked better. He replied that the graduate of technical school worked better though it was not long before she took a job. The graduates of secondary and senior middle schools who lacked basic technical knowledge became five-grade workers after they had worked at least three years in a factory, whereas the graduates of technical school having at least one technical know-

how became five-grade workers on taking a job in a factory.

Seeing in this fact the proof of the correctness of our Party policy of setting up the system of technical schools to strengthen technical education for the younger generation, he confidently pushed ahead with the preparation for compulsory technical education.

Visiting again Yaksu Secondary School with a technical course in Changsong County in 1962 and in July 1963, he acquainted himself with the studies in the technical course and the placement of graduates and pointed to the need to further develop the system of technical schools whose advantages were proved in practice and teach students working knowledge and techniques, by increasing experiment and practical training.

In 1963 alone, for instance, he acquainted himself with the work of many technical schools in Tongchang, Sakju and Pyoktong Counties in North Phyongan Province, in the industrial district of Taean, in Hwangju County of North Hwanghae Province and other rural districts on the spot and settled in time the knotty problems arising in the preparation for the enforcement of compulsory technical education.

In February 1963 when he studied the composition of workers of the Hwangju Textile Factory while giving guidance to the work of Hwangju County on the spot, he learned the inadequate siting of technical schools in the county and improper choice of study courses and that students were recruited in an offhand manner.

Since Hwangju County was an agricultural district, agricultural schools had to be strengthened and extended to develop technical education. But those concerned with education and some local leaders took a step to greatly extend light industrial schools in consideration of the demand of local industrial factories alone without due regard to the prospect of

economic development and accurate estimate of the source of students and had male students and those from rural districts enrolled in light industrial schools to fill the enrollment quota handed down from above. This went against the principle of placement of technical schools and student enrollment.

Awakening the functionaries to the shortcomings in the running of technical schools, great President Kim Il Sung saw to it that agricultural schools be extended to suit the situation of Hwangju County, an agricultural district, and that the light industrial school admit an appropriate number of children of factory and office workers.

At the meeting of the Political Committee of the Central Committee of the Party in August 1963 and at the Ninth Plenary Meeting of the Cabinet in November that year, basing himself on the detailed analysis of the work of technical schools in Tongchang, Changsong and Hwangju Counties, he had Party and state measure taken to improve the work of the technical and higher technical schools and push ahead with the preparation for compulsory technical education.

He tried cutting a pencil and examined a notebook at the school things counter of department stores in Pyongyang and Haeju to provide students with good study conditions and had a measure adopted to produce good-quality school things. Concerned about the preparation of textbooks to be supplied to students he visited the Textbook Printing House one Sunday in October 1966.

Accompanied by a girl guard that day he looked round textbook printing machines and gave instructions on increasing the utilization of production area in the printing house and maintaining proper order to publish good textbooks and reference books in time.

His guidance to the work of technical schools and the sphere of education served as a powerful impetus to improve

primary education and promote the preparation for universal compulsory technical education.

Proclamation of the Enforcement of Compulsory Nine-year Technical Education

Encouraged by President Kim Il Sung's lofty aim of education of the young generation and his wise guidance, the entire working people and educationists united themselves in one movement to enforce universal compulsory nine-year technical education ahead of schedule. As a result, building of schools was vehemently pushed ahead and the number of graduates of secondary school proceeding to technical schools increased every year.

The proportion of those going on to technical schools was 75 per cent of the graduates of junior middle schools in 1960, whereas it reached 93 per cent in cities and workers' districts in 1966. As a result, the enforcement of compulsory education posed itself as a matured issue.

Valuing the success which was achieved tiding over difficulties, he took a measure to enforce universal compulsory nine-year technical education immediately, saying that although the situation of the country is tense and the burden of the state is large the education for the future of the country brooks no delay.

At the Sixth Session of the Third Supreme People's Assembly held in November 1966 he made public the decree "On Enforcing Universal Compulsory Nine-Year Technical Education" and thus proclaimed its enforcement to the world.

The decree said that universal compulsory technical education is enforced in all parts of the northern half of the

Republic as of April 1, 1967 and that compulsory nine-year technical education comprising four-year primary course and five-year secondary course is given to all children of school ages of seven to sixteen free of charge.

The decree indicated that part of the education system is changed in connection with the enforcement of universal compulsory technical education, that five-year secondary schools are set up merging three-year secondary schools and two-year technical schools and the two-year high schools are newly established and that the course of the existing higher technical schools is fixed to be three or four years. In addition, a step to adjust part of the system of part-time secondary education and of that of teacher education was taken.

At the news of the decree of the Supreme People's Assembly, the entire people and educationists took an intense pride in making revolution under him and were filled with the resolve to train the young generation to be fine revolutionaries.

The enforcement of universal compulsory nine-year technical education marked a milestone in consolidating and developing our socialist education system.

In a little over ten years since the enforcement of the first compulsory education in the postwar rehabilitation period our compulsory education system reached such a high level that the state takes full responsibility for educating children till they reach the working age and our socialist education system fully displayed its popular and revolutionary character and genuine advantages.

With the enforcement of universal compulsory nine-year technical education our country came to rank among the advanced countries of the world in education and be known to the world as the "country of education" where his Juche-oriented education is successfully embodied.

2) The Struggle to Improve the Training of Technical Personnel and Set Up Comprehensive Cadre Training Centre in Each Province

At the Fourth Congress of our Party great President Kim Il Sung set forth a militant task to train more fine technicians and specialists to meet the new demand of socialist construction.

He set the task to train 460,000 assistant engineers and junior specialists and 180,000 engineers and specialists by improving higher education during the First Seven-Year Plan period (1961-67) and wisely organized and led the struggle to carry it out.

Simultaneous Development of the Regular System and the Study-While-You-Work System of Higher Education

President Kim Il Sung said:

“One of our Party’s consistent policies is to develop a system of various forms of higher education which permits working people to study without leaving their productive activity, in conjunction with the regular system of higher education. In particular, we should greatly increase factory colleges, whose advantages we know by experience, and train a large number of competent working-class technical cadres who are versed in both theory and

practice.” (Kim Il Sung, *Works*, Eng. ed., Vol. 15, p. 199.)

To develop the system of higher education which permits the working people to study while on the job in conjunction with the regular system of higher education is our Party's consistent policy which was advanced by him and whose advantages and viability were proved in practice.

He gradually extended and developed the regular system of higher education on the basis of the already achieved success.

He accurately determined the course of development and volume of production for the existing universities and colleges and took a measure to set up new universities and colleges according to the year to meet the actual and future demand of the national economy for technicians and specialists. He saw that in the First Seven-Year Plan period higher education was strengthened concentrating on training specialists for areas where they are badly needed such as machine-building, electricity, chemistry, transport, light industry, fisheries, farming, animal husbandry and public health.

Even in case where a new college is set up and departments and courses of study are fixed, he fixed the size of college in careful consideration of the situation of the country, the demand of economic development, the natural characteristics of the provinces and the place where the college is to be set up and gave detailed instructions as to establishing rationally departments and courses of study and saw that the new colleges stood on its own feet.

While giving field guidance to Ryanggang Province in August 1963, he summoned the leading officials of Hyesan University of Forestry to acquaint himself with the scale of the university, courses of study, instructional and educational work there. Pointing to the need to develop animal husbandry and carry out agricultural mechanization there to suit the natu-

ral characteristics of the highland, he suggested that the university give education half in forestry and half in agriculture and that it be called the university of agriculture and forestry. Pointing to the need to set up more of departments and courses of study in the university to train more technical personnel engaged in agriculture better, he suggested that departments of agriculture, agricultural economics and animal husbandry be established.

With a keen insight into the prospect of economic development of the country and the present state of affairs he later took steps to set up the university of coal mining in South Phyongan Province, the university of marine transport in Rajin, the university of electronics and automation in Huichon, the university of fishery in Wonsan and many other universities and extend the existing universities and colleges.

In the period of overall technical modernization many establishments of higher learning including the universities of mechanical engineering, mining, transport, light industry and agriculture were set up in the capital and provinces as a result of the measure taken by him and under his meticulous guidance.

Profound attention was paid to increasing higher technical schools. In 1962 alone 359 higher technical schools, that is one or two higher technical school in each county, were set up. In 1964 their number increased to 464 with total enrollment of over 156,000 students. This means that the number of schools and students increased 5.6-fold and 14-fold respectively as against 1960.

With the rapid increase of establishments of higher education he saw that the erection of school buildings, hostels and practice shops was vehemently pushed ahead, having it included in the yearly plan and appropriating a large amount of the state funds for it.

Making arrangements for building No. 1 of Kim Il Sung University and a library to be erected, he energetically pushed ahead with their building, giving guidance on several occasions. Visiting the construction site of Hamhung University of Medicine and the hospital attached to it in June 1967, he pointed to the need to push ahead with their building although it might cause reduction of construction of others and said that best equipment for clinical practice should be provided even if it might cost much money.

Owing to his meticulous solicitude building No. 1 of Kim Il Sung University with spacious lecture rooms and study rooms was erected on Ryongnam Hill of historic interest as a monumental structure of the era of the Workers' Party and the modernly equipped Science Library in 1970.

In addition, many universities, colleges and specialized schools were set up in Pyongyang, the capital of revolution, and across the country, which consolidated the regular system of higher learning.

He put great efforts into developing the system of higher education which permits people to study while on the job to keep training of technical personnel abreast with the rapid development of the productive forces of the country and the rapid progress of technical revolution.

The factory colleges and factory higher technical schools which he had set up in the wartime and developed during the period of the postwar rehabilitation and of laying foundation for socialism were proving their worth, by producing a large number of technicians versed in theory and practice from among workers.

With their advantages proved in practice, he had Party and state measures taken to rapidly increase different types of education allowing people to study while on the job.

In mid-June 1961 he convened the Fifth Plenary Meeting

of the Cabinet of the Republic to adopt a measure to drastically improve the training of technical personnel.

In his historic conclusion *On Improving and Strengthening the Training of Technical Personnel and Rapidly Developing Science and Technology* made at the Plenary Meeting of the Cabinet, he indicated the orientation and way for improving higher education to meet the demand of the developing reality and set concrete tasks to rapidly develop the factory college and other types of education allowing people to study while on the job.

He saw that the proportion of students of factory college drastically increased in the total of recruits for universities and colleges and fixed the areas for which factory colleges were to be set up.

In order to strengthen the factory colleges and improve instruction he saw that the number of teachers relative to the number of students was increased in factory colleges than in the regular universities and that many able technicians and specialists of factories and enterprises were appointed to be concurrent teachers.

He pointed to the need to compile textbooks for factory colleges as early as possible and showed the way for the directors to erect the buildings of factory colleges on their own as the guerrillas had built barracks during the anti-Japanese revolutionary struggle. He instructed all the Party committees of province, city and factory to discuss how to erect the buildings of factory college and produce experimental equipment for it and make arrangements for the purpose.

On his instructions the Cabinet formed a plan to set up a factory college in the major factories and enterprises in the different branches of the national economy or extend the existing ones and took a step to organize inspection teams to search and register the university graduates who work in the domains

other than their special one and appoint them as factory college teachers. It also took a step to step up the compilation of textbooks for factory colleges, erection of buildings for them and the production of experimental equipment.

In 1964 the Cabinet of the Republic adopted its decision to increase school years in a factory college by one year and improve and bring instruction and education to a higher level.

In response to his important instruction and the decision of the Fifth Plenary Meeting of the Cabinet all the functionaries and the working people energetically launched a nationwide campaign to set up and consolidate factory colleges.

As a result, many factory colleges were set up in major factories and enterprises in heavy and light industries and other fields and were solidly staffed with the teachers selected from among able technicians and specialists of different fields. Factories and enterprises of different industries forcefully launched a campaign to erect buildings of factory college on their own efforts, emulating the workers of the Kangson Steel Plant who built the college in a mass movement, displaying the revolutionary spirit of self-reliance.

He adopted other important measures to follow up the success achieved in increasing the number of factory colleges and improve education in them. The 11th Plenary Meeting of the Fourth Central Committee of the Party held in July 1965 and its 20th Enlarged Plenary Meeting in December 1969 were of great significance in this respect.

The 11th Plenary Meeting of the Fourth Central Committee of the Party debated on the agenda on improving and strengthening higher education and scientific research. Pointing to the need to strengthen and develop the system of higher education allowing people to study while on the job, it adopted the following decision:

First, to readjust the system of factory colleges and other

higher educational institutions which allow people to study while on the job, and the curricula, teaching programme and textbooks to suit the characteristics of this type of education;

Secondly, to ensure regular running of the college and improve education by inducing the relevant economic organs, factories and enterprises to equip factory colleges with educational facilities well, tighten education discipline and provide proper study conditions to students;

Thirdly, to make it the concern of the whole Party and the entire nation to develop the study-while-you-work system by launching energetic ideological struggle against the practices of neglecting the study-while-you-work system.

Since the young people who took a job with a factory or an enterprise after receiving compulsory education increased, he adopted steps to set up a factory higher technical school where there was a factory college so that they went through the college course while on the job and a preparatory course at factory colleges for demobbed servicemen-workers.

In pursuance of the decision of the 20th Enlarged Plenary Meeting of the Fourth Central Committee of the Party the training course for factory management was set up at the major colleges such as Songrim College of Engineering, Ryongsong College of Mechanical Engineering, Hungnam College of Engineering and Pyongyang College of Engineering beginning with September 1970 so that vice-directors, deputy chief engineers and shop managers, workteam leaders may study there. As a result, our factory colleges have been converted into reliable centres for training technical personnel and factory management workers.

Owing to the Party and state measures taken by him and his meticulous solicitude the number of factory colleges and the factory higher technical schools rapidly increased and they have proved their worth with the passage of time.

The number of factory colleges and students in them was 24 and 8,083 respectively in 1960, 37 and over 25,000 in 1963. In 1963 over 1,500 worker-students graduated from factory colleges and 39 factory colleges produced over 13,000 able engineers of working-class origin by 1970 in ten years. With the development of the study-while-you-work system the proportion of the students enrolled in factory colleges and factory higher technical schools markedly increased in the composition of students as a whole. In 1966 the number of students enrolled in factory higher technical schools accounted for two-thirds of the total number of higher technical school students and the students of factory colleges accounted for more than half the total number of college students.

Accordingly, the proportion of the technical personnel of factories and enterprises who graduated from the factory colleges markedly rose. In 1970 the number of the graduates of factory colleges in major factories and enterprises was more than 40 per cent of the total number of engineers there and it reached 80 per cent in some factories.

Factory college graduates made positive contribution to the economic construction and defence upbuilding of the country by effectively running factories and enterprises to meet the requirements of the Taaen work system and introducing the latest achievements of science and technology and numerous technical renovations.

Teachers and students of Kangson College of Engineering set up in the Kangson Steel Plant, the cradle of the Chollima Movement, opened the vistas of domestically producing thin steel pipes by devising high frequency welding apparatus and tube cold-rolling equipment and raised the actual extraction rate 13 times in producing stainless steel pipes. Thus, they made great contribution to production and technical development by making and introducing 22,126 technical renovations

in ten years after the founding of the college. In this period teachers and students of Pukjung College of Engineering helped perfect production structure and modernize production processes of the factory by making and introducing over 1,500 technical renovations and rationalization plans.

He took steps to improve and strengthen evening and correspondence education, an important way to develop the system of part-time higher education.

Evening and correspondence education is a rational form of education which permits students to complete the course of higher education without halting production activity, taking into account their labour life and the regional and seasonal characteristics. It is the sphere of part-time education which he put efforts into developing from the beginning.

Especially it became an urgent necessity to modernize production processes and raise the technical level of the management personnel of the many local industry factories which were set up in each county in pursuance of the decision of the June Plenary Meeting of the Central Committee of the Party held in 1958. Such being the situation, it was important to develop the form of education capable of giving higher education to the people who were active in the different parts of the country.

Attaching great significance to evening and correspondence education in addition to factory colleges with a deep insight into the requirement of reality, he adopted a drastic measure to develop evening and correspondence education.

One July day in 1961 when he presided over the consultative meeting of the leading officials of Changsong County and its township and management personnel of local industry factories while giving field guidance to North Phyongan Province, he learned that their scholarly attainments and their technical knowledge level were not high. That day he said,

“Factory management personnel cannot direct production without knowing technique. The director should have at least the qualifications of an assistant engineer.” Turning to the woman director of a textile factory, he said, “You should take correspondence course. A factory should have at least five assistant engineers in three years. To this end, leading officials should pursue correspondence course to raise their level.”

Later he had the Cabinet adopt the decision on “Carrying on Special Technical Education for the Management Personnel and Officials on Active Duty in State and Public Cooperative Organs and Enterprises” in March 1962 and took a step to set up four-year correspondence course for in-service cadre at colleges and three-year course for in-service cadre was set up at 15 colleges and 138 higher technical schools and over 11,000 entrants were admitted to it.

Giving again field guidance to Changsong County, North Phyongan Province in July 1963, he learned that in response to his instructions given in July 1961 the teachers of Sinuiju Higher Specialized Light Industry School trained 85 assistant engineers from among the management workers of local industry factories in the province in one year, giving them evening and correspondence education.

He was very satisfied, learning that the teachers of the school lectured with teaching aids and experimental equipment going out as far as Changsong and Sakju in winter blizzard and thus trained economic and technical personnel. He highly praised them, saying, “It is laudable that they taught students, visiting them. Sinuiju Higher Light Industry School was first to start raising the technical and cultural level of management personnel of local industry factory.” He made arrangements for the example to be widely copied. Visiting Sinuiju Higher Specialized Light Industry School late in October that year, he gave important instructions to be followed in training technical

personnel. In November that year he saw that a decision on improving and strengthening the work of technical and higher technical schools was adopted at the plenary meeting of the Cabinet.

Later owing to the measures taken by him the correspondence and evening education departments of colleges and higher technical schools were markedly expanded and many working people and management personnel were trained without stopping their productive labour to be able technical personnel.

Comprehensive Cadre Training Centre Set Up in Each Province

To develop the training of the native cadres of the country, placing it on a solid basis, he set forth an original policy of setting up a comprehensive cadre training centre in each province and successfully implemented it.

It meant for each province to set up educational establishments and prepare the forces of science and education that were capable of training on its own the native cadres needed for ideological, technical and cultural revolutions, economic construction and cultural development in the province.

For the purpose he took a step to evenly set up establishments of higher education training technicians and specialists needed for the political, economic and cultural development in each province. It was a wise step which fully suited the status of province as the unit of guidance in political, economic and cultural development and made it possible to enhance the guiding role of province by increasing the ranks of cadres on its own drawing on the forces of science and education and material and technical basis of the province.

He took a step to set up the cadre training centres for agriculture having regional characteristics, education and public health which were badly needed in the province.

Giving field guidance to Haeju University of Agriculture in late May 1964, he gave instructions as to setting up a university of agriculture, a university of medicine and a teacher training college in each province. Having acquainted himself later with the distribution of the establishments of higher education, he indicated the leading officials of North and South Phyongan Provinces, North Hamgyong Province and other provinces where and how to erect the university of agriculture and instructed them to set up a university of education and a teacher training college separately in each province to meet the fast growing actual demand and colleges of medicine and better equip other colleges of local significance.

He saw that the training centre for Party and state administration personnel was set up in each province on its own efforts. As a result, a communist college and provincial teacher training school were set up in each province and a county Party school in each county.

Under his wise guidance the policy of setting up a comprehensive cadre training centre in each province was implemented to the letter. As a result, universities of agriculture, medicine and education, a teacher training college, kindergarten teacher training college, a communist college and others were set up in each province and more than one higher technical school and one high school in each county and one factory higher technical school and one factory college in major industrial districts.

As a result, each province came to train technical personnel and Party and administration officials for economic and cultural development and economic life of the province on its own.

That comprehensive cadre training centre was solidly set up in each province was of great significance for socialist construction and the training of national cadres.

Each province came to meet its demand for cadres on its own. This enabled each province to carry out its tasks for socialist construction on its own with due regard to its characteristics without looking to the central authority for cadres as it did in the past.

Establishment of the comprehensive cadre training centre in each province made it possible to raise evenly the technical and cultural level of the country as a whole.

Colleges and higher technical schools were rationally distributed in provinces, counties, major industrial and agricultural districts as the bases of cultural revolution. This positively made for the spread of modern technical civilization in the provinces and raising of the general cultural and technical level of the working people.

This clearly showed that education and the training of native cadres in our country reached a high level and that a solid foundation was laid for training a large contingent of technicians and specialists in future.

Under the wise and energetic guidance of the great President who gave priority to the training of native cadres over other affairs the number of the establishments of higher education in our country increased from 78 to 129 and 376 higher technical schools were newly set up during the First Seven-Year Plan period. They produced a great number of technicians and specialists.

As a result, in 1970 our country had 497,000 technicians and specialists, 4.3 times 1960's figure.

A new change took place in the composition and standards of technicians and specialists. The ranks of our technicians and specialists were greatly replenished with new intel-

lectuals of working-class origin and grew to be promising ones firmly equipped with the Juche idea of our Party and versed in modern science and technology. Their proportion in the composition of labour force of the national economy markedly increased as a result of rapid growth of technicians and specialists.

The proportion of technicians and specialists in the total number of employees of our country rose from 7.2 per cent in 1960 to 15.8 per cent in 1969 and their number per cooperative farm grew from 1.2 to 17.5 in the same period.

As a result, our state, economic, scientific and cultural organs, modern factories and enterprises and cooperative farms came to be run by the technicians and specialists trained by our Party and energetically push ahead with the revolution and construction.

3) Promotion of Preschool Education and Presiding over the National Congress of Nursery and Kindergarten Teachers

Expansion of Kindergartens and Improvement of Children's Upbringing

Great President Kim Il Sung set forth the Juche-orientated idea of children's upbringing earlier with a profound insight into the position and role of preschool education in the communist education of the younger generation and wisely led its implementation. In the period of the anti-Japanese revolutionary struggle he perceived the far-sighted plan of bringing up all our

children in happiness in the best places after liberation. He set up the first kindergarten in the struggle to democratize education after liberation and energetically pushed ahead with the struggle to establish the popular system of children's upbringing.

The one-year kindergarten class was set up as a link in the chain of the system of democratic education which was proclaimed by the decision of the Provisional People's Committee of North Korea in December 1946 and was promoted to the three-year kindergarten which took on the full appearance of the establishment of preschool education in 1947. Upholding his lofty aim to bring up the younger generation to be reliable pillars of the country from childhood, our Party and people set up kindergartens in cities and major industrial districts in the period of building a new Korea.

In the postwar period when the women who entered social life increased with the completion of socialist transformation and the building and expansion of a great number of local industry factories, building of kindergartens was forcefully promoted in a nationwide scale. As a result, the number of kindergartens increased to 4,470 with the enrollment of 295,400 children in 1960. It was 70-fold increase in the number of kindergartens and 75-fold increase in the number of kindergarten children as against 1946.

Basing himself on the success and experience our Party gained in the upbringing of children, he set forth a new task to drastically develop preschool education to meet the new requirement of the developing reality and wisely organized and led our people to carry it out.

He said:

"The work of raising children under state and public care should be developed. This is an important task in the cultural revolution and in building a socialist society."
(Kim Il Sung, *Works*, Eng. ed., Vol. 25, p. 241.)

Raising children under state and public care means to bring them up in a cultured and scientific manner in the nurseries and kindergartens run at state and public expense on the principle of socialist pedagogy, upbringing and hygiene till they enter school. A large amount of equipment needed for children's upbringing under state and public care is supplied at state expense and the burden of the working people is reduced, promoting their well-being. Raising children under state and public care makes it possible to introduce a communist measure in children's upbringing by giving all children equal state benefit irrespective of their parents' expenditure of social labour. Man's character and thinking are formed from childhood; accordingly, a proper education and the cultivation of good habits from the earliest years exert a powerful influence on the formation of one's character and one's future development. When children are raised collectively under state care, transcending narrow family bounds, it fosters in them the spirit of collectivism and a communist character and accustoms them to collective life from an early age.

Collective raising of children in kindergarten under state and public care is a correct measure and a scientific method of education in the light of our people's desire and demand for children's education and the method of training communist revolutionaries. In addition, it opens up wide vistas for our women to be fully freed from the burden of children's upbringing and conduct socio-political activity as they want.

He wisely led people to set up numerous kindergartens across the country to rapidly develop preschool education and push ahead with the work of raising children under state and public care in real earnest.

He pointed to the need to raise a great number of children under public care for their future and for the future of the country and nation although it meant a great burden to the state

and was difficult. He saw that all officials stepped up the erection of kindergartens, paying a profound attention to children's raising and upbringing.

Upholding his lofty aim the state gradually increased appropriation of funds for children's upbringing in the difficult situation of carrying out economic construction and defence upbuilding simultaneously and gave powerful financial and material support to building many modernly-equipped kindergartens and enlarging the capacity of existing ones.

But erection of kindergartens did not proceed smoothly from the beginning. Some officials spoke about the importance of children's upbringing but neglected the work with kindergartens for the future of the country while only concerned with the immediate economic construction and production results. In order to step up building of kindergartens and thoroughly implement our Party's policy of children's upbringing it was necessary to let them change their wrong view and attitude.

One January day in 1962 he visited Pyongyang Silk Mill. Acquainting himself with the state of affairs in the mill for long, he indicated the officials of the mill the prospect of development for the mill and the way for it. Then he asked them for what they would intend to use the existing building when new one is built.

One of them replied that they intended to use it for nursery and kindergarten considering the difficulty they had in taking charge of children of the employees because of the shortage of facilities for children's upbringing. Listening to him, he retorted, "For nursery?", with an air of surprise.

After a while, he said, "It will not do. Children must be provided with a best building," and suggested them to build a new nursery and kindergarten. His remark was a valuable instruction as to what attitude they should adopt toward child-

ren, the future of the country and successors to the revolution, and toward our Party's policy of children's upbringing.

He was very satisfied, seeing later cozy nurseries and kindergartens built on their own during his guidance tour to Kangdong County in South Phyongan Province and to different parts of North Phyongan Province. He highly praised the officials for having built up nice nurseries and kindergartens and encouraged them saying, "Kindergarten should be built in each dong and ri where there are children."

Moved by his lofty intention and affection to create good conditions for bringing up their children, our officials and working people rose to a man to build kindergartens. As a result, kindergartens were built in residential quarters with dong as a unit and branch kindergartens or workshop kindergartens were set up in large factories and enterprises.

A kindergarten is run in each workteam for farmers who work separately with a village as a unit. Success was achieved in taking charge of working women's children in kindergartens without exception.

As a result, the number of kindergartens increased 64-fold and that of kindergarten children, 51-fold during ten years from 1959 to 1969. Our country was covered with close network of kindergartens with more than half the children under school age enrolled in them.

With the increase of our women joining in social life and enhancement of their role he made arrangement to set up weekly kindergartens to raise the level of children's upbringing and offer more convenience to women.

In September 1969 he had a Cabinet meeting take measures to set up weekly and monthly nurseries and kindergartens.

He remarked that weekly nurseries and kindergartens are the bud of communism and suggested setting up weekly

kindergartens first in Pyongyang and major industrial districts and weekly classes at the existing kindergartens so that the state might take charge of and raise the children of female cadres who often make official journey, female teachers, journalists, artistes and working women with many children.

In October that year on his instructions the Cabinet adopted a decision to set up weekly kindergartens.

Owing to his energetic guidance and solicitude the weekly kindergartens or weekly kindergarten classes were set up and run in Pyongyang, provincial seats and many other places.

He paid deep attention to improving education in kindergartens, while increasing the establishments of preschool education by stepping up building kindergartens.

He gave instructions as to conducting children's upbringing efficiently, saying that if children are not given proper ideological education, their raising by the state will fail to prove its worth although the state builds many nurseries, kindergartens and schools and gives them education.

On his instructions the Party and the state took different practical measures to educate children in a revolutionary manner and cultivate rich emotion in them on the principle of socialist pedagogy.

It was seen to it that the teaching programme, curriculum, and daily schedule for kindergartens were newly drawn up and that the publication of books for children was improved.

As a result, at the kindergartens "story about the childhood of the beloved leader Marshal Kim Il Sung", "communist morals" and other subjects were taught and education was given children in different ways to suit their age and mentality so as to prepare them to be communists of new type who ardently love their country, like to work and help and lead each other forward.

Attending the National Congress of Nursery and Kindergarten Teachers

The great leader proposed to convene the congress of nursery and kindergarten teachers who take charge of and raise children who are the future of the country and its valuable treasure in order to develop a high sense of responsibility in them and enhance their role and had the preparation for it stepped up in real earnest.

Summoning the officials concerned on several occasions, he acquainted himself with the progress of preparation for the congress and settled small and large problems arising from it.

The congress of nursery and kindergarten teachers was held in the Pyongyang Grand Theatre on October 20, 1960 with full preparation made owing to his deep attention and solicitude.

Since it was held only a week after the Party's conference, he had many things to attend to, but he presided over the congress, attending it from the first to the last day.

He attentively listened to the report and speeches and valued and highly praised the small success and experience the nursery and kindergarten teachers gained in furnishing nurseries and kindergartens properly and raising children in a hygienic and cultured way.

During the recess of the first day's meeting he met the model nursery and kindergarten teachers and thanked them for the trouble they took to raise children, grasping their hands. He suggested that drawing on their good experience, each nursery and kindergarten raise more than two goats and cultivate kitchen gardens to feed children with milk and fresh vegetables and bring them up to be healthy and sturdy. Pointing to

the need to give all the best things to children without sparing anything for them, he stressed time and again that all the factories, enterprises and cooperative farms should pay deep attention to the work of nurseries and kindergartens.

That day he honoured the attendants of the congress by posing for souvenir photograph with them.

At the congress he delivered a historic speech *The Communist Education and Upbringing of Children Is an Honourable Revolutionary Duty of Nursery School and Kindergarten Teachers*.

In his historic speech he said that first of all nursery school and kindergarten teachers should feel a high sense of honour towards their work.

He said:

“The work of nursery school and kindergarten teachers today is not simply that of tending other people’s children, but is an honourable revolutionary task of bringing up the reserves of communist builders and heirs to our revolutionary cause, an important task which affects the future of our country. The Party and the state truly respect the nursery school and kindergarten teachers who have such an estimable and vital responsibility, and expect a great deal from your work. For this reason, you should feel a high sense of honour and pride in your work.” (Kim Il Sung, *Works*, Eng. ed., Vol. 20, p. 448.)

Pointing to the practices of underestimating the profession of nursery school and kindergarten teachers regarding it as having little importance and its ideological cause, he said that all the nursery school and kindergarten teachers should feel a high sense of honour and responsibility towards their work and that the public should have a correct understanding of them.

In his speech he said that to live up to the great confi-

dence and expectations the Party has in them and to acquit themselves well in the duties assigned to them, they must raise their ideological level still further and improve their professional knowledge.

He stressed that just as a mother should be a communist herself in order to bring up her children as communists, so these teachers themselves should be respectable communists equipped with the revolutionary ideas of our Party and the noble traits of revolutionaries.

At the same time he said that nursery school and kindergarten teachers should be versed in the professional knowledge needed to bring up children in a cultured and scientific way and pointed to the need to develop the study-while-you-work system, often organize the local short course for them and publish necessary textbooks and reference books in large quantity.

In his speech he said that to provide solid material foundations for nurseries and kindergartens to be run properly the state and the public must give unfailing assistance and clarified the concrete tasks and way for the Party and public organizations to pay a keen attention to the work of nurseries and kindergartens and strengthen Party and administrative guidance to them.

After the congress he took measures to induce nursery and kindergarten teachers to feel higher sense of responsibility and enhance their role and improve the work of kindergartens.

In order to build up the ranks of nursery school and kindergarten teachers with those equipped politically and ideologically and with high professional qualifications, he had a kindergarten teacher training college set up in each province to improve the standard of education and increased evening and correspondence education facilities. As a result, a three-year college for training nursery school and kindergarten teachers was set up in each province beginning with September 1967. It

admitted best graduates of five-year secondary schools and trained them to be nursery school and kindergarten teachers and often organized short courses for the in-service teachers. In October 1968 the Cabinet decision “On Building Up Nurseries and Kindergartens in a Nationwide and Public Campaign and Improving and Strengthening the Work of Raising and Educating Children” was adopted.

In March in pursuance of the decision nursery teacher training class was set up at kindergarten teacher training colleges to reeducate the directors of kindergartens and the short course for nursery and kindergarten teachers was run in each city and county to conduct their reeducation systematically and thereby raise their ideological level and improve their professional knowledge. Thus, under his wise guidance the ranks of nursery and kindergarten teachers were reliably built up with the best ones prepared ideologically and professionally and owing to their enhanced sense of responsibility and role a new change took place in education of kindergartens.

With a Desire to Provide Children with Best Things

Having taken benevolent measures to improve and strengthen the work of kindergartens, President Kim Il Sung was always concerned about raising all our children as well as others, feeding and clothing them well and showed fatherly affection for them.

He paid special attention to the diet of children and their nutrition administration, saying that it is important to feed children well since they grow fast in the kindergarten days.

While giving field guidance to Sinpho Fish Processing Factory in April 1961, he said that if cakes for children were made with the calcium-containing ingredient extracted from

fish bones and lobsters, they would be tasty and make for the growth of children and that children should be regularly supplied with drops made with liver oil.

In January 1968 when the situation of the country was extremely tense due to the ever-intensified US moves to provoke another war he visited a stock farm in the vicinity of Pyongyang and gave instructions as to producing more milk to feed children. At the consultative meeting of stockbreeders he convened in March that year he stressed that meat and egg production should not be allowed to decrease even if it cost gold to buy feed and that many cows should be raised to produce milk to make cakes and feed children in nurseries and kindergartens and indicated concrete ways to do so.

Visiting Ryongsong Meat Processing Factory again in May that year, he suggested feeding all the children in nurseries, kindergartens and primary schools with milk and said that he would like to see all the children drink milk during our generation. Whenever he visited a food processing factory, an agrostock farm or shop during his guidance tour, he who was eager to feed our children well suggested making tasty drops and cakes for children and supplying them local specialities and fruit in abundance.

On a visit to Phungsan in Ryanggang Province he inquired whether the children in kindergartens were regularly supplied with fruit and saw to it that they were regularly supplied with fruit by planting fruit trees in places with climate similar to that in Phungsan. Seeing thickly clustered kidney-beans grown at every house on a visit to Tosan and Usi Counties, he said that the kidney-bean contains more protein than egg and necessary amino acids and suggested that kidney-beans be cooked in salty water and kneaded like potatoes and mixed with sugar and then supplied to children. He cared much about the diet of children.

It was on his suggestion that kindergartens started to cook rice for children, which now became an ordinary thing for us.

Here is a moving story.

One September day in 1969 he, passing a street, had his car stopped at the sight of a child going to kindergarten shouldering a small bag.

Wondering what was in the bag so small to contain books, he told him to come nearer and opened his bag. As he imagined, it contained a lunch box. He pained at the fact that children ate at noon the cold boiled rice prepared in the morning instead of warm one and summoned the officials concerned that evening. He suggested them that kindergartens cook rice for children instead of making them carry lunch box and that Pyongyang city set an example in this matter.

Then he suggested supplying children in kindergartens highly nutritious supplementary food in such a way as feeding them with eggs one day and with fish the next day and spoke about the need to set up nursery and kindergarten supply centres separately so that best things were supplied to children preferentially.

In October 1969 the Cabinet of the Republic adopted a decision on setting up a nursery and kindergarten supply centre in each provincial seat (municipality directly under the central authority) and took a step to supply the children in kindergartens with warm cooked rice, soup and side dish at lunchtime. He saw to it that among dairy farms around Pyongyang a dairy farm was appointed separately for children, that meat, oil, eggs and milk and other foodstuffs were preferentially supplied to nurseries and kindergartens and that rice cookeries and supplementary food processing factories were set up in the central districts of Pyongyang to make for the diet of children in kindergartens.

He showed great solicitude about clothing children properly in addition to feeding them well.

Looking round Pyongyang Children's Department Store early in 1963, he set the task to make clothes for preschool children in large quantity. Students had no problem since they were issued with uniform. That year he took a step to issue all country children with winter clothes, wool overcoat, fur cap, muffler and gloves free of charge.

On January 1, 1969 when the entire people of the country were enjoying the holiday he met local Party and government officials and consulted with them about the way to produce winter clothes for all the children of the country. In 1968 he showed such great solicitude as issuing all the children from those in kindergartens to secondary school students with winter clothes, fur shoes, fur cap, muffler and winter hosiery.

He took steps to exempt goods for children from turnover levies, sell them at low prices and reduce their prices on several occasions.

As a result, in 1964 the prices of clothes and shoes for children were reduced by 30 per cent and in 1966 clothes for children were supplied at half the price.

After taking these popular measures and showing solicitude, he visited kindergartens in different parts of the country and saw that children, the buds of the country, grew cheerful and sturdy.

Visiting Kumbu Cooperative Farm in Sakju County on August 14, 1966, he stepped toward the kindergarten of the farm.

He stroked the heads of the children who ran toward him crying for joy and greeted him and suggested that they dance.

Filled with the joy of showing their dance to the father Marshal, they danced dexterously, beating time with the hand. A child tripped on a stone and his shoes slipped off. At this he

who was watching them dancing cutely with caressing eyes rose right away and said, "Bless my heart! Enough of that," and suggested that the chairman of management board of the farm have the yard in good shape.

Taking him to a corner of the yard, he suggested that he build a wading pool for the children to play and bathe and a slide.

Seeing a wrestling rink, he said that it was too narrow to wrestle and suggested that it be expanded and more play-things be provided. He added that it would not do for the chairman of management board to do only farming well.

In August 1967 he again visited the kindergarten.

Taking by hand the children who came running toward him, vying with each other, and greeted him, he stood them before him and carefully examined their eyes, saying, "Let me see your eyes." He smiled and was very much satisfied, saying, "When I saw them last year, they had blear eyes. Now they are all right."

When he came the previous year, some children had eye trouble, neglecting hygiene care.

Then reproaching the officials for neglecting health care of children, he taught how to conduct hygiene care of children and time and again asked them to take good care of them.

He still remembered an event of several years ago in a small mountain village.

He looked round the newly erected education room, listened to the songs of children and then stepped toward a wading pool built in a corner of the yard. There he examined the chinks through which water flowed in and was very much satisfied seeing the pool filled with crystal-clear water and said, "How good it is to have a pool built like this!"

Going to the side from where water flowed in, he, stooping, dipped his hand into the water. Then he looked worried.

But the management personnel of the farm and kindergarten teachers failed to guess the reason.

Looking up at the sky, he said as if to himself, “When the sun goes up, the water will get warm.” Only then did they realize why he dipped his hand into the water.

He feared that the spring water gushing out of the chinks between stones was too chilly and bad for the health of children.

He showed such great affection and solicitude for the entire children of the country as to exceed the parental love for their children and took care of them. Owing to the great love and solicitude of the great leader who brought to the fore children as “kings” of the country and gave them best things, our children who in the past did not know what the kindergarten meant came to be brought up in well-equipped kindergartens in the streets, villages, factories and at workteams, wanting nothing. The system of raising and educating children by the state in our country came to prove its worth and viability.

4) Further Development of Adult Education and the Establishment of the Study System Involving All People

Expansion of the Network of Working People’s Schools and Improvement of Adult Education

At the historic Fourth Congress of the Workers’ Party of Korea great President Kim Il Sung set forth it as an important task of cultural revolution to strengthen adult education and

raise the cultural and technical level of the working people to a higher plane during the Seven-Year Plan period.

He said:

“An important thing in the cultural revolution is to increase the general and technical knowledge of the working people. Without this we cannot accomplish the technical revolution or achieve the complete victory of socialism.” (Kim Il Sung, *Works*, Eng. ed., Vol. 15, p. 198.)

He said that the basic slogan we advanced in raising the cultural and technical level of the working people was to make all the workers and farmers acquire the knowledge of junior middle school graduates' standard and more than one technique. In the beginning of the period of building a new society a campaign against illiteracy was successfully conducted as the foremost task of the cultural revolution and with the introduction of universal compulsory primary education a struggle was waged to bring the cultural and technical level of the working people to that of primary school graduates. As a result, in 1958 the general knowledge level of the working people rose to that of primary school graduates and in cities most of them reached the standard of junior middle school graduates. In addition, universal compulsory secondary education was introduced and, on this basis, preparation for compulsory nine-year technical education was being stepped up. Such being the situation, in order to raise the general cultural and technical level of the nation it was necessary to improve the education of adults who had been denied schooling in the past.

He first had the network of working people's schools greatly expanded to bring the cultural and technical level of the working people to a higher plane. In 1958 the former system of the adult school and adult secondary schools was reorganized into a new system of adult education composed main-

ly of working people's schools and working people's secondary schools.

But the establishments of adult education were short in the light of the increased enthusiasm of the working people for learning in connection with the rapid increase of the young people who joined in public life after having received compulsory education. Some factories and cooperative farms failed to run schools to meet the requirement of the adult education system and the qualitative level of education was low.

In order to drastically improve and strengthen adult education to meet the requirement of the developing reality, he saw to it that the Party and state organs acquainted themselves with the work of working people's schools and working people's secondary schools and took measures to improve adult education.

In order to implement the policy of adult education advanced by him, in May 1961 the Cabinet of the Republic framed and made public a new regulation concerning working people's schools, working people's secondary schools, and the correspondence secondary course for working people to satisfy the requirement of the developing reality and, accordingly, put adult education on a regular basis and established proper guidance system. Under the regulation working people's schools were made to be two-year and working people's secondary schools and the correspondence secondary course for working people to be three-year and the establishment or closedown of schools, the procedure of appointment of teachers, the forms and method of instruction and correspondence education, financing and operation of schools were standardized. In mid-March 1962 the Cabinet of the Republic adopted its order to improve and strengthen adult education. In its order the Cabinet of the Republic pointed to the formalistic practices revealed in the educational work and operation of working

people's schools and working people's secondary schools and took steps to improve education in adult schools and to place the operation of school on a normal basis. Above all it took steps to inquire about and register those eligible for adult education mainly in all organs, enterprises, cooperative farms and other units of production and, on its basis, drastically expand working people's schools and working people's secondary schools and admit them obligatorily.

It pointed out that the establishments of adult education should improve education, teaching method and operation of schools and that factories, enterprises and cooperative farms should lay material foundation for adult schools on their own responsibility. The order of the Cabinet pointed to the need to ensure adequate study conditions including study hours and study materials for students-workers and farmers since they study without leaving production activity, establish proper system of guidance to adult education and increase public assistance to it.

Party, administrative and economic organs, public organizations aroused officials and entire working people to carry out the order of the Cabinet. Registration of those to be enrolled in working people's schools and working people's secondary schools were conducted properly and, on this basis, the plan to set up or expand the working people's school, working people's secondary school and the correspondence course for working people with the production or residential quarters as a unit was sent down. In addition, in order to settle the question of the badly needed teachers of adult schools the state adopted a step to choose lecturers of working people's schools and working people's secondary schools from among teachers of schools at all levels, students of university and specialized school and qualified officials of the workshop concerned. As a result, the number of teachers active in working people's

schools and working people's secondary schools amounted to over 7,700 as of the end of 1962. The state paid profound attention to providing the working people with good study and education conditions. Schools were set up in the best places of the production workshops and cooperative farms and were furnished with school fixtures on priority basis. Particularly the textbooks were newly compiled in consideration of the actual condition and level of the working people who studied while on the job and supplied to all the students.

Owing to the measures taken by him and his wise guidance new progress was achieved in the work of working people's schools and working people's secondary schools.

In 1962 when the Cabinet order on improving and strengthening adult education was adopted there were over 8,000 working people's schools and over 4,600 working people's secondary schools with the total enrollment of 896,000 and about 120,000 workers and farmers graduated from schools at different levels.

Later the work of raising the cultural and technical level of the working people progressed successfully with over 100,000 working people finishing school every year.

Convening National Meeting of Active Lecturers of Working People's Schools and Working People's Secondary Schools

The great leader convened National Meeting of Active Lecturers of Working People's Schools and Working People's Secondary Schools to sum up the success and experience gained in adult education and bring about a new turn in raising the cultural and technical level of the working people.

The meeting held with the attendance of the great leader

in March 1964 was attended by model lecturers of working people's schools, working people's secondary schools and of technical study classes and the officials of Party, government, economic and cultural organs and public organizations in the capital and provinces.

In pursuance of the programme of cultural revolution advanced by him the meeting discussed the tasks the lecturers of working people's schools and working people's secondary schools should carry out to improve the general knowledge of the working people and bring their cultural and technical level to a high plane.

At the meeting he attentively listened to the speeches of the chief of the instruction affairs at the working people's secondary school in the Kyongsong Disabled Soldiers' Clothing Factory and other lecturers and praised them for their energetic efforts for adult education and encouraged them. During the recess of the meeting he met model lecturers and graduates of adult schools and gave them valuable instructions.

Hearing in the lounge the story of a worker that he hit on an idea of making a nails producing device while attending the lesson on mechanization in the adult school and at last succeeded in making it, he was very much satisfied, saying, **"In the past you were illiterate, but now are literate thanks to the Party and are producing nails by making a device for the purpose. How good it is! Civilization has produced the device making nails."**

He went on to say in their praise, **"If you work better in future, our country will achieve great progress in technical, cultural and ideological revolutions in three or four years and all people acquire the general knowledge of secondary school graduate standard or above. You present here are pioneers of technical and cultural revolutions and heroes of our age."**

At the meeting he delivered a historic speech *Let Us Improve Adult Education*, which served as an important guide in developing adult education.

He first said that the important tasks in our country are the technical, cultural and ideological revolutions and that the cultural revolution is the first and foremost process in accomplishing the ideological and technical revolutions. He stressed that it is important that all the working people have the standard of knowledge of the secondary school graduate and above.

He remarked that like ideological and technical revolutions the cultural revolution is accompanied by an arduous struggle and that in order to discharge responsibility and play their role the lecturers of working people's schools and working people's secondary schools should above all maintain the position of a revolutionary.

Praising the chief of the instruction affairs at the working people's secondary school in the Kyongsong Disabled Soldiers' Clothing Factory who made a speech a little while ago for devotedly working, he stated that if all comrades worked with such a revolutionary spirit, they would be able to surmount any difficulties and hardships whatsoever.

He indicated the need for lecturers to possess a high level of humanity and comradeship as well as the attributes of a revolutionary serving the people, in addition to perseverance and determination and said that they should ensure that there would not be a single straggler in study and that everyone would improve his intellectual attainment.

He pointed out that another important requirement in the working people's schools and working people's secondary schools is to interest all people in studying.

He said that in order to encourage the aged people and other adults busy with their work to take an interest in study,

various teaching methods should be devised and applied to suit their prevailing conditions, unlike the children and youths getting systematic education. Drawing on the valuable experience gained in enlightening people and in the education of children and youths in his early revolutionary activity, he showed the way to make the lessons interesting using plain words.

He remarked that the work of working people's schools and working people's secondary schools will produce good results only when the entire people, not just a few lecturers alone, are mobilized, that a broad campaign should be undertaken in which those with a high intellectual level take charge of those at a lower level, one by one, giving them help with a high sense of responsibility and that the trade union, Democratic Youth League and Women's Union organizations should make every effort to foster this campaign. He set the task for all Party organizations to tighten up control of the work of working people's schools and working people's secondary schools and give guidance to them.

The Party and the state adopted different measures to carry out the great leader's important instructions given at the National Meeting of Active Lecturers of Working People's Schools and Working People's Secondary Schools. Short course, model and demonstration lectures were often arranged to raise the scientific theoretical level of the lecturers of these schools and improve their teaching method, while giving precedence to their ideological education to equip them ideologically.

The work to revise the curricula and teaching programme for adult schools and compile textbooks suited to the level of all the working people was forcefully pushed ahead.

The responsibility and role of the lecturers of these schools were enhanced and Party guidance to their work strengthened with the result that the task of the cultural revolu-

tion to bring the cultural and technical level of working people to the standard of secondary school graduates and above was carried out speedily.

Our working people studied hard carrying always books, moved by the lofty aim and solicitude with which the great leader made them, once oppressed and maltreated, full-fledged masters of the country and now was striving to educate them to be powerful and dignified men with high ideological, cultural and technical level, true masters of the revolution and construction. As a result, 680,000 working people finished the working people's secondary school between 1964 and 1974 and later a great number of them attained the standard of secondary school graduate, going through the school.

Establishment of All-People-Study System

The great leader established the habit of studying in a revolutionary manner in the whole society and the all-people-study system to raise the general cultural and technical level of the working people.

To establish revolutionary study habits in the whole society and to induce the system of all people studying while on the job is a sure guarantee that adult education is forcefully pushed ahead with as a concern of the whole nation, drawing on the advanced socialist system in our country where everyone can study to the best of his ability.

He led the cadres, the leaders of revolution, to set an example in study, saying, **"A revolutionary should make revolution till death and, to this end, should study till death."**

Pursuing his lofty aim our Party took steps to improve and strengthen education of the officials of the Party, adminis-

tration and economic organs and working people's organizations at Kim Il Sung Higher Party School, University of National Economics and other educational establishments and made it a rule to conduct Saturday study, Wednesday lecture and two hours' study every day regularly.

He had working people's organizations enhance their role to establish revolutionary study habits among working people and raise their cultural and technical level.

At the congress of the trade union held in this period he set it as the basic task of its organizations to revolutionize and working-classize its members and raise their cultural and technical level. At the congress of the Union of Agricultural Working People of Korea he set forth the important task for farmers to strengthen study on technique, economic management and Party policies.

He gave youth league organizations the honourable task that the young people who are sensitive to new things and have enquiring and enterprising spirit should take lead in the study of the latest achievements of science and technology.

In response to his important instructions all the working people's organizations made their members study hard to raise their cultural and technical level, setting clear goal, and established study system suited to their characteristics and conducted study regularly.

With the establishment of the revolutionary study system and all-people-study system our country had converted into a "country of education" where all, young and old—cadres, workers, farmers and women—study.

6. Great President Kim Il Sung Organizes and Leads the Struggle to Further Develop Educational Work and Implement the *Theses on Socialist Education* to Meet the Requirement of Three Revolutions (1970-79)

Under the wise guidance of great President Kim Il Sung our Party and people successfully achieved the high goals of the first Seven-Year Plan, carried out the historic task of socialist industrialization and made enormous progress in human remoulding and development of socialist education.

In his historic report to the Fifth Congress of the Workers' Party of Korea held in November 1970, he summed up the shining victory and admirable success achieved in the period under review and set forth the bright prospect of the Six-Year Plan which would serve as a new milestone in our revolution and construction and the tasks of three revolutions—ideological, technical and cultural.

At the congress he set forth important tasks to further develop educational work to meet the requirement of three revolutions which were getting into their stride and thus to prepare a large army of intellectuals of the country, implement universal nine-year compulsory technical education of high quality, introduce higher compulsory education during the Six-Year Plan period, enhance the general technical and cultural

level of the working people and raise all children of preschool age in nurseries and kindergartens at state and public expense.

1) Promotion of the Work to Implement the Principle of Socialist Pedagogy

Publication of the Classic Work *On the Thorough Implementation of the Principles of Socialist Education*

President Kim Il Sung convened the national congress of teachers in December 1971 to arouse the entire working people and educationists to carry out the important tasks of cultural revolution advanced at the Fifth Congress of the Party.

At the congress he delivered an historic speech *On the Thorough Implementation of the Principles of Socialist Education*.

In his speech he enunciated the scientific theory and method required by our age for training communist-type men and set forth the tasks and ways to meet the desire and demand of the working class in educational work and thoroughly implement the principle of socialist pedagogy.

He clarified the historic necessity of enunciating socialist pedagogy and gave new theoretical elucidation of problems relating to the basic principles of socialist pedagogy, saying that there must be theory and method of communist education of the younger generation in order to train them to be reliable successors to our revolution.

He said:

“We have learned a serious lesson from the conditions in other countries and from our own experience: if you give the children and young people a jumbled education

instead of a communist one, they, and even the whole of society, will not be homogeneous. Therefore, our Party resolutely discarded the old theory and method of education and advanced the policy of evolving a new socialist pedagogy to meet the needs of the building of communism.” (Kim Il Sung, *Works*, Eng. ed., Vol. 26, p. 463.)

In his speech he gave classic formulation of the aim and mission of socialist education and clarified the working-class character of socialist education quite distinct from the education in old society. He made exhaustive scientific analysis of the views of the former thinkers of the working class on the building of communism and educational work and, developing them from the Juche-orientated viewpoint, clarified the principles of socialist education whose basic content it is to revolutionize, working-classize and communize people.

Next he set forth the tasks and ways of communist education of the younger generation by thoroughly implementing socialist pedagogy.

In his speech he remarked that if people were to be revolutionized and working-classized the educational establishments should give the young generation good education in communist ideas and culture to form communist world outlook in them and clarified the concrete contents of revolutionary education. Here it is important that all the young generation have firm faith in communism, the supreme ideal of mankind, hate landlord and capitalist classes and exploiter system, launch a staunch fight against them, know well the advantages of socialism over capitalism, unique advantages of the socialist system in the northern half of the Republic over the south Korean society in particular, have communistic attitude toward labour and value and cherish common properties of the state and society, arm themselves with collectivism, discard the old

way of life and educate them to work and live in the new socialist way of life, he said.

He said that to apply the principles of socialist education thoroughly, socialist child psychology should be compiled well.

He remarked:

“To apply the principles of socialist education thoroughly to educational work, a child psychology suited to socialist society must be created and pupils educated according to it.” (*Ibid.*, pp. 480-81.)

The educational work which is designed to systematically enhance the ideological level of the young generation and cultivate their intellectual and physical faculties can increase the effectiveness of education and achieve the expected results only when the educational work is based on the child psychology clarifying the mentality of the young generation and the law-governed process of its formation and development.

He analyzed and sharply criticized the reactionary and unscientific character of the wrong view that child psychology is the same in any society because the mentality of children is the same under whatever social system and indicated the need for educationists to do away with the remnants of the child psychology of the old society and create a child psychology based entirely on socialism.

He said that in order to apply the principles of socialist education comprehensively, teachers must be revolutionized and working-classed.

Unless the teachers who are directly in charge of educational work are revolutionized and working-classed, they cannot carry through the Party's educational policy; and unless they are communists themselves, they will not be able to train their pupils into communists. The revolutionization and work-

ing-classization of the teachers is an important guarantee for the thorough implementation of the Party's educational policy and of the principles of socialist education.

He said that for the revolutionization and working-classization of teachers the point is to uproot the remnants of old ideas from their minds and firmly equip them with the communist spirit of diligence and selfless work for the Party and the revolution, for society and the collective. He stressed the need to ceaselessly temper them through their revolutionary organizational life. At the same time he set forth the tasks to establish a proper reorientation system for them, build up teacher training universities and colleges and other teacher training centres and improve Party guidance to the training of teachers.

His historic speech *On the Thorough Implementation of the Principles of Socialist Education* is an immortal classic which developed and enriched the educational idea and theory of the working class and the guiding principle to be consistently followed in training communist-type men and developing socialist and communist education because it gave profound scientific elucidation of the important theoretical and practical problems arising in communist human remoulding and fully clarified the tasks and ways of applying the principles of socialist education.

Pushing Ahead with Scientific, Technical and Physical Education While Giving Precedence to Ideological Education

President Kim Il Sung wisely led people to energetically push ahead with intellectual and physical education while giving definite precedence to ideological education among stu-

dents for the thorough implementation of the principles of socialist education.

He attached prime significance to strengthening ideological education in all schools.

He said:

“In the education of young people and children, we should give top priority to the work of training them in revolutionary ideas.” (Kim Il Sung, *Works*, Eng. ed., Vol. 27, p. 328.)

He set it as the foremost task for applying the principles of socialist pedagogy to give definite precedence to ideological education and adopted steps to strengthen politico-ideological education as required by the developing reality.

Indicating the importance of equipping the rising generation with revolutionary world outlook in school education, he clarified the stage and the law-governed process of formation of revolutionary world outlook and set the goal and tasks in each stage of education. He clearly indicated basic orientation and ways for strengthening education in Juche idea, Party policies and revolutionary traditions and class and communist education among students.

He saw that the organizational life of students in the League of Socialist Working Youth and Children's Union was strengthened to educate and temper them revolutionarily while they receive education in school.

The line of strengthening politico-organizational life along with school education is the revolutionary one he set forth and successfully implemented already during the period of the anti-Japanese revolutionary struggle.

It posed itself as an important problem as never before to strengthen politico-organizational life among the rising generation in these days when the revolutionary struggle got into its stride and the young generation who had not gone through

hard trials emerged as masters of the revolution with the old generation superseded by younger one in the revolutionary ranks.

He who grasped this situation convened the consultative meeting of the members of the Youth-Work Department of the Central Committee of the Party and leading functionaries of the League of Socialist Working Youth in late November 1970, some time after the Fifth Congress of the Party, and set forth important tasks for building up the League of Socialist Working Youth to be a vibrating combatant organization and meticulously organizing the work of revolutionizing youth and students.

In his work *On Increasing the Vitality of Work of the League of Socialist Working Youth to Suit the Character of Young People* and his other works and instructions he clarified the ways for the organizations of the League of Socialist Working Youth to put great efforts into the work among youth and students, strengthen the organizational life of students in the League of Socialist Working Youth in schools and train all students to be reliable successors to the revolutionary cause of Juche.

In May 1974 he convened a meeting of the Political Committee of the Central Committee of the Party to adopt a step to improve education in schools.

That day he delivered an historic conclusive speech *On Some Tasks for Improving Education in Schools*, in which he said that the schools guided by bourgeois pedagogy under Japanese imperialist rule tried to control students by punishment such as beating and expulsion from school but now under the socialist system it is not permissible to beat or scold students and that main emphasis should not be laid on punishment but on education through organizational life. He went on to say that the LSWY organizations should pay keen attention

to the work of the LSWY in school and educational work in school, form the ranks of instructors of LSWY and Children's Union who are social and political guardians of students with good people, enhance their role and creditably guide the politico-ideological education of students and their extracurricular activity.

On his instructions Party and state measures were adopted to combine properly educational work with students' organizational life in the LSWY and the Children's Union, and the Education Commission and the Central Committee of the LSWY came to cooperate in a more efficient way in the instructional and educational work for students. As a result, the organizations of the LSWY did away with their shortcoming that they paid little attention to the educational work in schools, the ranks of the instructors of the LSWY and Children's Union in schools were built up with young hard-core elements and a well-knit system of proper guidance to politico-ideological life of students and their extracurricular activity was established. The old practices of some educationists trying to handle students with administrative control alone were discarded and the problem of cultivating students was successfully settled by drawing on their organizational life in the LSWY and the Children's Union.

He saw that scientific and technical education and physical one were pressed ahead as an integral whole as required by socialist education, while giving definite precedence to ideological education.

Improvement of scientific and technical education was an urgent requirement of socialist economic development and development of modern science and technology in our country where the three major tasks of technical revolution were undertaken vehemently.

He convened the consultative meeting of educationists in

October 1973 and set forth the tasks to improve scientific and technical education at schools at all levels including university.

On his instructions the Party and the state took some measures to raise scientific and theoretical level of school education and introduce the latest achievements of science and technology in education.

A research group was composed of distinguished scientists and educationists to revise the content of instruction to meet the latest development of science and technology and the enormous work of revising teaching programmes and textbooks for schools at all levels was promoted. At the same time it was seen that major universities were provided with apparatuses and facilities for experiment and practical training and that teachers and students were encouraged to write reference books and translate science and technology books from foreign countries. In order to improve instruction he paid deep attention to raising qualification of teachers and took various benevolent measures for the purpose.

He saw that university teachers strengthened scientific research and self-study, that state examination was conducted strictly and that reorientation system for them was established, which opened a broad way for them to steadily improve their scientific and theoretical qualifications. For primary school teachers part-time teacher training establishments were increased and it was made a rule to hold teachers' short courses regularly during summer and winter vacations. This enabled them to improve the scientific and ideological content of their instruction and raise their scientific, theoretical and professional qualifications.

Regarding physical education as an important part of socialist education, he had the young students build up their physical strength, by strengthening physical education in school.

In his undying classic works including *On Developing Physical Culture, Let Us Raise the Children and the Youth to Be Socialist, Communist Builders Who Are Mentally, Morally and Physically Prepared! Let Us Prepare the Entire People Well for Labour and Defence by Popularizing Physical Culture* and in his instructions he indicated the importance and mission of physical culture in school and set forth the tasks and ways for preparing the rising generation well for labour and defence by popularizing physical culture and making them part and parcel of their life.

He saw that the wrong view and attitude such as neglecting physical culture and regarding it as a pastime were corrected and that schools forcefully pushed ahead with physical culture in them, saying that the strength of a country does not depend on the area or population of the country but on the mentality and physical preparedness of the nation.

As a result, the instruction in physical culture was drastically improved in schools from university to the primary school, while students are encouraged to do exercise to grow taller, play ball games and practise gymnastics and do other items of sports and take part in sports after school and play games.

The Party saw that the general physical fitness of the young students and children was improved by regularly holding examination of physical strength for them and that each school specialized in specific item of sports and all the students acquired at least one sports technique. This enabled the physical culture in school to make positive contribution to the improvement of people's physical fitness and training of the reserve of sportsmen of the country. At the same time the Party and the state expanded the university of physical education and the physical culture department of teacher training establishments, sent good gymnastics teachers to schools at all

levels by properly running the higher sports schools and improved supply of gymnastic apparatuses to schools.

Under his wise guidance physical culture in school improved and was popularized and made an everyday need among students. As a result, the young boys and girls were creditably prepared for labour and defence with their physical fitness improved harmoniously and a large reserve of promising sportsmen grew up to glorify Juche Korea to the world.

2) The Struggle to Enforce Universal Eleven-Year Compulsory Education and Successful Enforcement of One-Year Compulsory Preschool Education and Ten-Year Compulsory Senior Middle School Education

A Nationwide Trial Education

At the Fifth Congress of the Workers' Party of Korea great President Kim Il Sung set the enforcement of universal eleven-year compulsory education as one of the important tasks for the field of education during the Six-Year Plan period and wisely organized and led the struggle to carry it out.

Our Party's policy of the universal compulsory eleven-year education consisting of one-year preschool education and compulsory ten-year senior middle school education was an original one which embodied his far-sighted plan of rearing all the young generation to be independent and powerful beings by perfecting their general secondary education.

The enforcement of this new compulsory education posed many new problems which were never presented before.

Among them how to fix the term of compulsory education and the school age under the new compulsory education was of prime importance.

Under the compulsory nine-year technical education which was already in force seven-year-old children were admitted into school and given compulsory education till they reached the working age.

The enforcement of compulsory education of higher stage presupposed extension of the term of compulsory education. If it was extended upward, it would overlap with the working age.

This problem had to be handled seriously because the labour situation of the country became tenser with the progress of socialist construction.

How to settle the problem of extending the term of compulsory education and how to achieve the goal of the new obligatory education without the school age being overlapped with the working age in consideration of the tense labour situation of the country was a problem to be urgently settled so as to successfully press ahead with both educational work and socialist construction.

Only when this problem was correctly solved was it possible to settle properly the problem of the system of compulsory education, the form of school, the content and level of education.

Educationists, however, failed to find proper solution of the problem, though they discussed it time and again.

Though some of them admitted that in case the term of obligatory education is extended upward, the school age would overlie the working age, they thought it inevitable because the aim of the new obligatory education was to perfect secondary

education. Some others maintained that feasibility of compulsory education is not guaranteed if the labour situation of the country and the general situation of socialist construction are not taken into account, but failed to advance a clear-cut proposal to develop obligatory education.

With a keen insight into this situation he suggested studying the way of enforcing the new obligatory education by moving down the age of admittance by one year instead of extending the age of obligatory schooling upward considering that the Korean people are unusually premature and sagacious and that most children are given preschool education in nursery school and kindergarten.

Considering that education is a very serious and important matter and that fixing of the age of admittance and introduction of new educational system exert a great effect on human remoulding and social development, he said that these problems should be carefully studied and proved in practice, and organized nationwide trial education.

On his instructions in our country school education was given to six-year-old children on a trial basis, setting up trial classes at over 40 schools in town and country, in plains and mountainous districts beginning with October 1970.

New teaching materials for trial education were compiled, experienced teachers were sent to trial schools and the study and life of children were systematically observed and investigated by teachers and educational scientists.

After making arrangements for trial education, he acquainted himself with its progress and took necessary measures.

In order to acquaint himself with the progress of one year's trial education, he called the teachers in charge of trial classes in the whole country to the Central Committee of the Party on September 29, 1971 and held a consultative meeting.

It was attended by the teachers in charge of trial classes from different parts of the country and other educational workers.

At the consultative meeting he attentively listened to what and how the teachers in charge of trial classes taught six-year-old children and asked how many children understood them, whether children felt tired, what was the distance the children had to cover to go to school in rural districts and what the opinion of their parents was.

He concretely acquainted himself with the result of trial education, going over children's notebooks, examination papers and the list of their records the teachers brought with them.

That day he gave detailed instructions concerning small and big problems arising in educating six-year old children and in enforcing compulsory eleven-year education. These included the problems of preparing kindergarten children for admittance to the primary school, placing teachers having at least five years' experience in charge of the first-year classes of the primary school and keeping class teachers at their post, applying object lesson and other diverse methods of teaching suited to the characteristics of children and preparing textbooks so that there was no incongruity in their content.

Concluding the consultative meeting which lasted for over five hours, he said that there are still many problems to be studied in order to go over to the new system of obligatory education and proposed to conduct trial education for another year by increasing the number of trial schools to 400.

On his instructions educational functionaries set up trial classes at 400 schools accounting for 10 per cent of the total number of primary schools and continued trial education.

Here special attention was paid to the education of school children in rural and mountainous districts and of those who

did not go through kindergarten and research was conducted to draw up rational curriculum.

The trial education conducted systematically across the country patently proved that six-year old children were fully capable of receiving school education as he predicted.

He scientifically fixed the age of admittance to school through the over two years' trial education and, on the basis of it, originally solved the problems arising in modifying the term of obligatory education, educational system and the content of education from the Juche-orientated standpoint.

This gave rise to the new system of compulsory ten-year senior middle school education by which six-year old children are admitted to school and given perfect general secondary education till they reach the working age. Compulsory one-year preschool education lightens burden of the children who receive school education one year earlier than before and ensures continuity of education.

After scientifically fixing the system of compulsory education, he saw that the curriculum in each stage of education was correctly drawn and textbooks were properly compiled.

Proceeding from the basic principles of socialist education and the aim of the new compulsory education, he attached prime significance to the education in politico-ideological subjects to provide all the students with the framework of revolutionary world outlook and had curricula drawn up in such a way as to properly combine general education with basic technical education so that students extensively acquire the fundamentals of modern science and technology and at least one technique.

Attaching great significance to the compilation of textbooks in preparation for compulsory education, he called educationists to his side in late June 1972.

Proposing them to consult with him while examining

textbooks with him for forenoon that day, he indicated how to compile the textbooks for kindergarten and primary school and solved big and small problems arising in publishing and printing them.

Thanks to his energetic guidance and meticulous solicitude difficult and complicated theoretical and practical problems such as fixing of the age of admittance to school, the term of school education, educational system and compilation of curricula were smoothly settled and a vista of pushing ahead with the work in real earnest with clear goal and direction was opened.

Field Guidance to Taedongmun Primary School

After having proved the correctness of the policy of obligatory education through the nationwide trial education and educational practice he arranged, he took a positive measure to press ahead with the enforcement of eleven-year obligatory education in real earnest.

At the Fourth Plenary Meeting of the Fifth Central Committee of the Party he convened in early July 1972 he set clear goal of fully enforcing universal compulsory eleven-year education during the Six-Year Plan period beginning with September 1972.

After the plenary meeting preparations for the enforcement of eleven-year compulsory education was forcefully pushed ahead as a concern of the whole Party and the entire state.

At last came September 1, 1972, the first opening day of school when universal eleven-year compulsory education came into force in our country.

Though busy directing the whole affair of the Party and

the state, that day he visited Pyongyang Taedongmun Primary School to wish a happy future to the children entering first the school gate for the historic eleven-year compulsory education and to direct the successful enforcement of new obligatory education on the spot.

Entering the school ground acknowledging the enthusiastic cheers of the teachers and schoolchildren and their parents at nine o'clock in the morning, he first inspected the ranks of new pupils.

Passing his hand over the heads of the new pupils, he took off their bags and looked into them to see if they contained textbooks, notebooks, pencils and other school things as they should.

Looking at their attire and appearance, he expressed satisfaction with all of them being healthy and dressed well.

Entering one classroom of the first grade for the six-year old, he asked them how they were called, how old they were, how their parents were called and where they worked.

Calling at the classrooms of the third and second grade, he inquired of them about their studies, extracurricular activity and organizational life in the Children's Union.

Acquainting himself with the progress of studies and growth of schoolchildren, he said that the six-year old children were fully capable of receiving education in school and that life and physical culture in school would help them grow fast in stature.

Talking kindly with young schoolchildren for long, he acquainted himself with how they were prepared and how their studies progressed. Then he had a talk with teachers.

He said it can be seen that the system of universal eleven-year compulsory education which was going over from the trial stage to the practical stage this year was very advantageous and advanced educational system, even judging from the

result of trial education which started two years ago in this school. He once again stressed the advantages of our system of compulsory education and the great significance of its enforcement.

He gave important instructions on successfully enforcing universal eleven-year compulsory education, inducing the teachers entrusted with the start of work among people to have high sense of responsibility and enhance their role, saying that it is very important to do the work among people well in the light of the philosophical principle of the Juche idea that man is the master of everything and decides everything.

Following his field guidance to Pyongyang Taedongmun Primary School universal eleven-year compulsory education went over from the trial stage to the practical stage in our country.

He put the problem on the agenda of the Second Session of the Fifth Supreme People's Assembly held in April 1973 and discussed it to make the preparation for the enforcement of new obligatory education a concern of the entire state and people and had the law "On the Introduction of Universal Ten-Year Compulsory Education and One-Year Compulsory Preschool Education" promulgated.

He had the decree stipulate that universal ten-year compulsory education would be enforced, beginning with the 1972-73 school year, in the 1975-76 school year in all parts of the northern half of the Republic. He also had the decree provide for the order and method of its enforcement and the educational system and curricula.

The law pointed to the need to successfully enforce one-year compulsory preschool education before ten-year compulsory education and change part of teacher training system and make arrangements for training teachers needed for compulsory education.

He had the state investment in the sphere of education increased systematically to ensure enormous financial support and supply of materials needed for preparation for compulsory education.

As a result, spendings for social and cultural measures in the 1971 state budget increased by 21 per cent as against the previous year's figure and in 1973 educational spendings increased by 14 per cent as against the 1972's figure.

The state investment in the sphere of education in four years from 1971 to 1974 increased 1.7 fold and enormous educational spendings 1.2 times as much as in 1974 were outlaid in 1975.

With state investment and guarantee he had construction of schools and kindergartens stepped up through public campaign.

Greatly encouraged by his ceaseless solicitude and the popular measures of the Party and government, our people and builders were at one in their striving to build schools and kindergartens with a high degree of political awareness and creative enthusiasm.

The schoolrooms built in 1972 were 105 in Chongdan County, South Hwanghae Province, over 1,600 in North Hamgyong Province and 10,000 in the whole country.

Following the promulgation of the Supreme People's Assembly's law on enforcing new obligatory education construction of schools was energetically promoted. Between 1972 and 1974 more than 30,000 schoolrooms and many kindergartens were newly built across the country.

As a result, the number of primary schools amounted to 4,700 and that of senior secondary schools, to 4,100 in 1975.

As the new obligatory education was enforced with the age of admittance to school reduced he saw that students felt no inconvenience in going to school. He had a close network

of schools set up by fixing rationally school districts considering the distance the students had to cover to go to school. In addition, he saw that branch schools were set up in farm, miners' and forestry workers' villages in mountainous areas and that a commuters' train or bus was run if necessary.

A commuters' trains came to be run for 19 students in Ryonhwa village in Huchang County, Ryanggang Province and for 40 students in Simridong in Manpo city, Jagang Province.

In 1972 attendance distance for the pupils of primary school in all districts of the country was reduced to less than two kilometres and students in mountainous areas came to go to school by the commuters' train or bus sent by him.

Another important problem for the enforcement of universal eleven-year compulsory education was to step up the training of teachers to meet the fast growing demand for them.

With the extension of the duration of obligatory education and the standard of education raised to a higher plane obligatory education required more of teachers to be trained better and faster.

The Second Session of the Fifth Supreme People's Assembly adopted a decree by which kindergarten teacher training colleges were reorganized into teacher training colleges beginning with the 1972-73 school year to train teachers of the kindergarten and the primary school and the teachers of senior secondary school were to be trained by universities of education as before.

The Party and the government saw to it that more universities of education and teacher training colleges were set up in each province and enrollment in them was greatly increased so as to meet the fast growing demand for teachers.

In the 1972-73 school year 17 universities of education

and teacher training colleges were set up and over 17,000 graduates took job in the sphere of education.

The number of teachers trained between 1972 and 1974 amounted to over 60,000 and the ranks of teachers increased to over 200,000 as of 1975.

This meant that there was one teacher per 25 students and that it became possible to satisfactorily meet the fast growing demand for teachers.

He paid deep attention to retraining of teachers and adopted some measures to improve their political and professional qualifications.

Thus, the teachers who did not go through the university of education or teacher training college were enrolled in the correspondence department at the teacher training establishments and on his instruction given on May 3, 1974 it was made a rule to hold teachers' short course across the country to raise the scientific and theoretical level of primary school teachers and improve their professional qualifications.

The Complete Enforcement of Universal Eleven-Year Compulsory Education

Owing to the wise guidance and meticulous solicitude of President Kim Il Sung preparations for the enforcement of universal eleven-year compulsory education proceeded apace.

In September 1973, the first year after the Second Session of the Fifth Supreme People's Assembly promulgated the law on enforcing universal eleven-year compulsory education 40 cities and counties already went over to the new compulsory education and in 1974 105 cities and counties out of 201 of the country including Kangwon Province and Kaesong city completely enforced eleven-year compulsory education.

Already in 1974 all the five-year-old children came to receive preschool compulsory education in pursuance of the line of stepping up preschool compulsory education and the rate of entrance into school of the children of school age who received education in kindergarten increased every year.

As a result, the six-year-old children who were receiving compulsory ten-year education constituted 20 per cent of the children of school age of the whole country in 1972, 60 per cent in 1973, 91 per cent in 1974.

The number of students who benefited from eleven-year compulsory education in 1975 accounted for over 5,600,000, one-third of population and in the new school year eleven-year compulsory education was enforced in all the districts of the country.

Basing himself on the shining success achieved in the struggle of our Party and people to enforce the new obligatory education, he made public the historic decision on fully enforcing universal eleven-year compulsory education in all districts of the country on September 1, 1975, one year earlier than prearranged by the law at the Fifth Session of the Fifth Supreme People's Assembly in April 1975.

The complete enforcement of universal eleven-year compulsory education was a shining victory and another national felicity which met our people's centuries-old desire for education of their children. It was an historic event which brought about marked progress in the consolidation of the socialist educational system of our country and in the cultural revolution.

On September 1, 1975 he visited Changjon Primary School in Pyongyang to observe together with teachers, pupils and their parents the opening of the new school year going over to universal eleven-year compulsory education.

Moved by the opening of a broad avenue to new obligato-

ry education all the pupils, teachers and pupils' parents enthusiastically welcomed the respected leader who brought the honour and happiness of the day and rendered him the highest honour and gratitude.

With a broad smile he acknowledged their cheers and stepped toward the school building.

The rain which drizzled began to pour down before he entered the entrance hall.

He stopped in his tracks and, looking round at the teachers, pupils and their parents, urged them to enter, saying that if children are exposed to rain, they are liable to catch a cold.

He stood in the rain and stepped toward the entrance hall only when the pupils in the playground all entered the school building.

Touring the classrooms for fresh pupils and other classrooms, he acquainted himself with their knowledge level and preparation for studies. Meeting teachers, he explained the tasks and ways for giving full play to the advantages of the new obligatory education and improving school education.

That day he analysed obligatory education in different countries of the world, stressed the correctness of our Party's policy of universal eleven-year compulsory education and then set forth the concrete tasks for improving education.

He said that in order to improve education it is above all necessary to improve school education and indicated the need to drastically raise the level of teachers in charge of educational work, issue a great number of textbooks and reference books, draw up curriculum well and train pupils to be versatile and able men.

He went on to say that proper home and social education should be given and pointed to the need to pay special attention to the education of children at home, build up students and children's palace, library and other social education establish-

ments and enhance their role and the need for the organizations of the League of Socialist Working Youth and Children's Union to strengthen organizational life and education among students.

He gave detailed guidance to the work of the school for the whole forenoon that day and posed together with teachers for photograph before he left.

His field guidance to Changjon Primary School and the complete enforcement of universal eleven-year compulsory education were historic events which clearly proved again the correctness and viability of our Party's educational policy and displayed the genuine advantages of socialist educational system.

3) Promotion of the Work to Form the Nation's Huge Army of Intellectuals

At the historic Fifth Congress of the Workers' Party of Korea President Kim Il Sung set forth the task of forming one million intellectuals during the Six-Year Plan period and wisely organized and led the struggle to carry it out.

He said:

"The main task facing education is that of forming large contingents of technicians and specialists, the nation's huge army of intellectuals." (Kim Il Sung, *Works*, Eng. ed., Vol. 25, p. 240.)

Formation of a large number of technicians and specialists was urgently required by the situation of the country which carried out socialist industrialization and for the successful ful-

filment of the three major tasks of technical revolution. It proceeded from the actual possibility of development of higher education in our country and the future requirement for accelerating the intellectualization of the whole of society.

He adopted measures to expand the sizes of student bodies at the existing universities and higher technical schools and set up more establishments of higher education in the capital and provinces.

He who built up a parent university putting his efforts into founding a university immediately after liberation when we had to start from scratch setting up a cadre training centre of our own paid prime attention to expanding Kim Il Sung University, the highest educational institution of our country and enhancing its role.

Following his far-sighted plan, the state saw that the enrollment in each department and in each course of study of the university was properly fixed and systematically increased and that the construction of the university was, accordingly, stepped up.

In the first days of building a new Korea he chose a site for the university on Ryongnam Hill where an historic university building was erected with the patriotic rice donated by farmers, which together with modern university building No. 1 and No. 2, science library, museum, science hall, optical experiment apparatus producing factory, publishing house, hostels and restaurants formed a large comprehensive university village.

He who put his heart and soul into strengthening and developing Kim Il Sung University as a world standard university and as the highest Juche-orientated educational institution has given guidance to it on the spot on over 80 occasions and important instructions over 230 times in thirty years after he proclaimed the founding of the university.

The university with such glorious history which had at first 7 departments and an enrollment of 1,500 had developed to have 13 departments and 17,000 students in 1977.

In order to increase their enrollment for the training of technical personnel to meet the new requirement of technical revolution he saw to it that more than 70 per cent of fresh students were enrolled in universities of engineering and natural science and that new universities and colleges were set up.

As a result, the number of universities and colleges amounted to 140 with over ten universities set up in 1971-72 and increased to 150 in 1974.

In 1971 alone over ten higher technical schools including Hamhung Higher Railway School were set up. The number of higher technical schools which was over 500 in 1971 increased to over 600 in 1975.

Between 1970 and 1976 the number of universities and colleges increased from 129 to 155 and new science and technology departments were established and universities of agriculture, medicine, and education and teacher training colleges set up in each province were expanded.

He paid deep attention not only to training native cadres in great numbers but also to improving the quality of education.

He convened a consultative meeting of teachers of Kim Il Sung University and Kim Chaek University of Engineering in late October 1973 and gave important instructions as to rapidly developing science and technology of the country and raising the standard of university education there. In his historic speech *On Further Improving the Training of Our Cadres* delivered on the occasion of the 30th anniversary of founding of Kim Il Sung University in November 1976 he set forth the tasks and ways to bring the training of native cadres to a new high.

He saw that the standard of politico-ideological education in university was raised to meet the current requirement when the work of imbuing the whole society with the Juche idea got into its stride.

Our Party saw to it that politico-ideological subjects held due proportion in the curriculum of university and that the politico-theoretical standard of instruction in his classic works, Party policies, Juche philosophy and political economy was raised.

In addition, drastic measures were taken to put great effort in education in the fundamentals of science and technology and intensify experiment and practical training.

In universities and technical schools the hours for experiment and practical training increased and the objects of practical training were concretized and instruction in special subjects was given in close conjunction with the technical innovation so as to solve the theoretical and practical problems arising urgently in the national economy.

In this course the students came to acquire the latest scientific and technical knowledge in their special sphere, cultivate their creative ability and make a number of good inventions and innovations making for economic construction.

Kim Chaek University of Engineering launched a struggle to carry out his instructions that resulted in devising a new type of the programme-controlled automatic lathe in 1972, which laid a solid foundation for going over to comprehensive automation in the cutting process. Pyongyang University of Mechanical Engineering achieved success in devising a new rice harvester in response to the instruction he gave on making the rice harvester suited to the specific features of our country in February 1974 and devised the simple pollack disemboweling device with high processing capacity.

Wonsan University of Agriculture conducted research

into the double-cropping system with sprinkler irrigation and the distribution of crops designed to prevent wind damage, which contributed to our Party's Juche-orientated farming and agricultural production.

In order to improve the quality of university education he made arrangements to lay a solid material and technical foundation for the establishments of higher education and create good education conditions.

He saw to it that modernly equipped centres for experiment and practical training were set up for Kim Il Sung University, Kim Chaek University of Engineering, Pyongyang University of Medicine, Pyongyang University of Mechanical Engineering and other universities respectively.

Acquainting himself with the progress of construction of comprehensive practice workshop for Kim Chaek University of Engineering, he took a step to build up a practice centre of 7,500 square metres in 1974.

As a result, the university laid modernly equipped practice grounds for casting, rolling, forging, electricity and automation in a short space of time.

He had universities and colleges equipped with modern experiment apparatuses and practice facilities at the expense of large amount of funds and foreign currency and saw that teachers and students made different experiment apparatuses and practice equipment on their own, giving full play to the revolutionary spirit of self-reliance.

Thus, universities of engineering, agriculture and medicine and colleges were provided with a firm foundation for intensifying experiment and practical training as required by speciality and the teaching programme.

He saw that each scientist and technician wrote or translated at least a book to provide teachers and students with more reference books.

In 1974 alone university teachers wrote over 3,500 books on natural science and technology, of which over 1,000 books were published and became available for students that year.

He saw that the line of developing the system of spare-time higher education in parallel with the system of regular higher education was thoroughly implemented to produce one million intellectuals.

On his instruction the state adopted the measures to drastically increase the number of factory colleges and factory higher technical schools whose advantages were proved in actual life and further develop the work of evening schools and correspondence courses.

The factory colleges were extensively set up in major industrial and factory districts including those established in Songchon, Tanchon and Hyesan in 1971 and factory higher technical schools were reorganized into factory higher specialized schools and their operation was improved.

In 1976, the last year of the Six-Year Plan period, 11 factory colleges and 25 factory higher specialized schools were set up.

As a result, between 1970 and 1976 the number of universities and colleges in our country increased from 129 to 155 and the comprehensive native cadres training centres in provinces were replenished and perfected.

With drastic increase of the establishments of higher education and steady improvement of education a large number of able technicians and specialists grew up. With over 600,000 technicians and specialists produced during the Six-Year Plan period the number of intellectuals of the country amounted to one million.

Under his wise guidance the goal of increasing the number of technicians and specialists to one million which was set at the Fifth Congress of the Party was attained successfully.

Thus, the problem of native cadres which was posed as a difficult one after liberation was satisfactorily solved, which

opened out a bright prospect for the development of national economy, science and culture.

With the formation of one million intellectuals technicians and specialists accounted for 19.2 per cent of the total of the employees in the national economy in 1976 and the number of technicians and specialists per cooperative farm which was 17.5 in 1969 increased to 55 in 1976.

The number of workteams and workshops composed of engineers and assistant engineers continuously increased in Hwanghae Iron Works, Kangson Steel Plant, Pyongyang Thermal Power Station and many other factories and enterprises.

To take an example of Ragwon Cooperative Farm, Toksong County, South Hamgyong Province, the number of engineers and assistant engineers working in the farm was 31 in 1965 immediately after the publication of the socialist rural theses but increased to 212, seven-fold the 1965's figure, in 15 years, that is, by 1979.

The number of scientists and technicians could be counted on the fingers of both hands immediately after liberation from Japanese colonial rule, but our country trained a large army of its own intellectuals in a short span of time and the state, economic and cultural organs are run by them with credit. This is another great change which took place on this land.

4) The Struggle to Develop the Work of Bringing Up and Educating Children

In his report to the Fifth Congress of the Party President Kim Il Sung said:

"All our pre-school children must be brought up in

nursery schools and kindergartens at state and public expense.” (*Ibid.*, p.241.)

While busy carrying out the grandiose tasks of the Six-Year Plan and launching a gigantic struggle for grand socialist construction, he energetically organized and led the struggle to carry out the programme of bringing up children advanced by the Party congress and showed great solicitude for children, giving them preferentially what is needed, sparing nothing.

Erecting Nursery Schools and Kindergartens across the Country

He adopted positive measures to enlarge the capacity of existing nursery schools and kindergartens and build many modern ones to place all the pre-school children in charge of nursery schools and kindergartens during the Six-Year Plan period.

He advocated a bold plan of campaign to enlarge the existing nursery schools and kindergartens and build many modern ones at the Second Enlarged Plenary Meeting of the Fifth Central Committee of the Party held in April 1971 and other Party and state meetings. He saw to it that rational standard designs of nursery school and kindergarten were drawn up and extensively used and that it was made a rule to give precedence to the construction of nursery schools and kindergartens in forming new streets and residential districts.

Then he guided the construction of nursery schools and kindergartens on the spot.

On a visit to a machine building factory in the northwest of the country in the autumn of 1970, he learned that the capacity of nursery school and kindergarten there was insufficient, having inquired into the number of the children of the

employees and the capacity of nursery school and kindergarten, and kindly told the leading officials there to build well-furnished nursery school and kindergarten and supply them food well since the question of nursery school and kindergarten is related to the future of the country.

Informed one March day in 1971 that trial construction of the nursery school of a cooperative farm was completed after the new standard design, he visited Songsan village in Mangyongdae District to see it, putting aside other affairs.

On a visit to a new nursery school erected for an agricultural workteam, he praised the builders for having built a good nursery, making a round of all the rooms, and even felt the heated floor of the room and inspected beds in two tiers.

When he visited the bathroom, he noticed that the door to the bathroom opened outside and suggested moving it on to the drying room, saying that when exposed to a draft of air, children might catch a cold.

After looking round the nursery in Songsan village that day, he went straight to the nursery of the workteam of the Kumchon Cooperative Farm to give guidance to it on the spot.

While seeing to it that nursery school and kindergarten were erected in the streets, villages, factories and cooperative farms where there were children, he gave the task of building a modernly equipped weekly and monthly nursery and kindergarten in Pyongyang, the capital of revolution, and in each province and energetically pushed ahead with their construction.

Owing to his energetic guidance and meticulous solicitude a great number of modernly-equipped nursery schools and kindergartens were set up across the country.

In 1972 alone 1,076 kindergartens with the total area of 156,695 square metres were built and in two years of 1972-1973 the number of nursery schools for the workteams of cooperative farms increased to over 3,000.

In 1975 in our country there were over 60,000 modernly equipped nursery schools and kindergartens which accommodated 3,500,000 preschool children.

To Raise Children in Scientific and Cultured Manner

The communist policy of raising all children under public and state care required that upbringing of children was brought to a higher plane.

At the national congress of health workers held in June 1971 he set forth the task of observing child hygiene properly, remarking that the main accent should be placed on hygiene in the management of nursery school, and thereafter adopted some measures for the purpose.

Pursuant to his instruction the state saw that nursery schools and kindergartens were provided with good sanitary and cultured conditions with regard to their site, sanitary conditions of the building, environment, greening of garden and hygienic facilities for children.

Rational arrangement of children's daily routine made it possible to place the whole process of upbringing—feeding, letting children play and putting them to sleep—on a scientific basis, ensure hygiene in tending children and regularly harden their body by air, sunlight and water and with the help of medical appliances and gymnastic apparatuses to suit their age and constitution.

The state saw to it that each nursery school and kindergarten were provided with medical workers and supplied with medical appliances and medicament and that a well-knit curative and prophylactic system was established by intensifying medical service of pediatric and other hospitals

and enhancing the role of the pediatricians in charge.

He put his heart and soul into improving administration of nutrition of children, the treasure of the country, to bring them up healthy.

He had children's foodstuff factories set up in different places and a well-knit supply system established, saying that children should be well fed and furnished with enough supplies even though this might make it difficult for us to attend to other undertakings or cause the adults shortage of supplies.

When he guided Kwail County on the spot in May 1971, he said that if children were fed with fruit powder it would much improve their nourishment and suggested people there to cut and dry fruit and make it into powder and supply it to nursery schools and kindergartens.

When he gave field guidance to Kangwon Province afterwards, he said that since we raise children collectively we should build up children's foodstuff factories and introduce specialization there and pointed to the need to set up children's foodstuff processing workshop in big foodstuff factories and supply dried and pulverized fruit, fish and vegetables to children..

When he gave field guidance to a cooperative farm in Onchon County, South Phyongan Province in August 1973, he acquainted himself with how the nursery school there took care of nutrition of children and showed the way to produce and supply much milk even calculating how much milk could be milked from a cow.

Owing to his great trouble and warm solicitude many dairy farms, candy factories, fish bone pulverizing factories, liver-oil drops producing factories and other specialized foodstuff processing factories for the children of nursery school and kindergarten were set up and there was established the system by which cooperative farms regularly supply meat,

milk, fruit, vegetables and others to nursery schools and kindergartens.

Children's clothing and shoes factories were erected in each province to drastically increase production of clothes and shoes for children.

Thus, in 1973 alone 27 nursery children's clothing factories and 20 kindergarten children's clothing factories were built.

At the same time the Nursery and Kindergarten Material Supply Bureau was set up in the capital and the Nursery and Kindergarten Material Administration and Supply Centre, in provinces, cities and counties, and nursery and kindergarten shops and branch shops were opened in the workers' settlements and cooperative farms to supply best goods to nursery schools and kindergartens on a preferential basis.

With the level of hygiene management and nutrition administration raised and children reared in scientific and cultured manner in nursery school and kindergarten their physical fitness was promoted and their health much improved.

As a result, the incidence of infantile diseases markedly decreased and some infantile diseases which took a heavy toll of infant life for centuries completely disappeared.

Proceeding from the fact that to educate and train children in a revolutionary manner from their infancy is an important guarantee for the prosperity of the country and the bright future of revolution, he saw that all children were raised in nursery schools to be bright and healthy.

He indicated the basic orientation for educating and raising children in nursery schools on the principles of socialist education and saw that they were educated efficiently to suit to their maturity and level.

After setting forth the original policy of one-year preschool compulsory education, he directed the struggle to implement it and showed the way to draw up the teaching pro-

grammes for preschool educational establishments and the method to be applied in education.

All the kindergartens furnished properly the room for emulating the beloved father Marshal Kim Il Sung in childhood and are running it regularly, They give children class education and education in communist ethics with the help of demonstration, maquettes, playthings, slide, hanging pictures and other visual aids suited to their level and mentality and accustom them to collective life.

The state saw that kindergartens gave children instruction in knowledge, education of aesthetic sentiments and physical education properly so that they received proper preschool education.

In the advanced class of kindergarten in particular they are taught how to hold a pencil, how to write simple Korean letters and figures and simple counting and are encouraged to systematically cultivate their aesthetic sentiments and harden their body through singing, dancing, drawing, gymnastics and play.

As a result, all preschool children in our country came to be reared in nursery school and kindergarten happily, wanting nothing and the programme of children's upbringing set forth at the Fifth Congress of the Party came to be successfully carried out in a short time.

Adoption of a Law on the Nursing and Upbringing of Children

President Kim Il Sung saw that the impressive success achieved in the struggle to carry out the Juche-orientated programme of bringing up and educating children was codified in the form of law to consolidate it.

He convened the Sixth Session of the Fifth Supreme People's Assembly in April 1976, which discussed the question of further consolidating and developing the advanced system of raising children in our country and adopted a Law on the Nursing and Upbringing of Children.

At the Supreme People's Assembly session he delivered an historic speech *On Further Developing the Nursing and Upbringing of Children* in which he explained the aim and significance of adoption of the law and the tasks for its thorough implementation.

In his speech he said that by adopting this law during the present session it was aimed, to put it briefly, to raise all the children to be good communist-type men by nurturing them collectively in the communist fashion.

Remarking that nearly 8,600,000 children and students were being trained at state expense in our country, he stressed that although it is a heavy burden of the state great effort is put into the raising of children for the future development of the country.

Brining up children collectively at state and public expense is also of importance for the freeing of women from the heavy burden of housekeeping and for revolutionizing and working-classizing them, he said. He stressed that it was therefore necessary to bring up children along communist lines, regardless of the expense.

Then he referred to the class character and aim of raising children in our country.

The raising of children together at state and public expense in our country is not in any way a charitable exercise. Also it is fundamentally different from nursing children for the rich in a capitalist society. We lay emphasis on bringing up the children of working women, training younger generation into men of a communist-type and revolutionizing and workingclassizing women. Here lies the correctness of our Party's

policy of raising children and the essential advantages of the system of nursing and upbringing of children in our country.

Referring to the tasks for improving the raising of children by thoroughly implementing the Law on the Nursing and Upbringing Children in his speech, he pointed to the need to train nursery-school and kindergarten teachers well and produce a large number of nursery-school and kindergarten teachers who are fully qualified politically and professionally, improve the management and operation of nursery schools and kindergartens and demonstrate the advantages of the collective raising of children.

The session of the Supreme People's Assembly unanimously adopted the Law on the Nursing and Upbringing of Children and promulgated it to the world.

The law stipulates the guiding idea of raising of children, the revolutionary traditions it inherited, the principles to be followed, the state being responsible for providing everything necessary for the nursing and upbringing of children, the quality and qualifications of nursery governesses and kindergarten teachers, their duties and role, the management and operation of child-nurturing establishments, the system of state guidance to them and provision of supplies for them.

The Law of the Democratic People's Republic of Korea on the Nursing and Upbringing of Children is an excellent code of child nurturing of our style which embodies his immortal Juche idea and the Juche-orientated idea on the nursing and upbringing of children and systemizes and summarizes our Party's and state's policies on upbringing children.

The adoption of the law is another victory of the great Juche idea and a token of the warm love and solicitude shown to our children and women by him who has devotedly worked all his life for the prosperity of the country and the welfare of posterity.

5) Publication of the Juche-orientated Educational Programme *Theses on Socialist Education* and Enlistment of the Entire People in the Struggle to Implement the Theses

Publication of the Juche-orientated Educational Programme *Theses on Socialist Education*

On September 5, 1977 President Kim Il Sung convened the historic 14th Plenary Meeting of the Fifth Central Committee of the Party where he made public the great communist educational programme of our age *Theses on Socialist Education*.

At the plenary meeting he made an important speech in which he explained why he had written the theses and the need to strengthen socialist education and indicated the orientation and ways for the party and the state of the working class to develop socialist education after the establishment of socialist system.

The *Theses on Socialist Education* which he put his heart and soul into writing was presented at the plenary meeting.

The theses reviews and summarizes the shining victory, success, experience and achievements attained in socialist education in our country and indicates the orientation and ways for solving the problems of education in the period of building socialism and communism.

In his theses he expounds the essence of socialist education, the fundamental principle of socialist pedagogy and the principles to be followed in socialist education.

In his theses he enunciated for the first time in history that socialist education is an undertaking to teach people to be independent and creative social beings and that the aim of socialist education is to bring up people to become communist revolutionaries who have independence and creativity.

Proceeding from the essence and aim of socialist education, he gave scientific formulation of the basic theory of socialist education.

He said:

“The fundamental principle of socialist pedagogy is to make people revolutionary, working-class and communist. In other words, it is to equip people with the revolutionary ideas of communism and, on the basis of this, ensure that they acquire sound scientific knowledge and are in good physical condition.” (Kim Il Sung, *Works*, Eng. ed., Vol. 32, p. 348.)

To make people revolutionary, working-class and communist means to remould people to have the quality and qualifications of workers, the most advanced class, and make them independent and creative communist-type men commensurate to communist society. For the purpose it is necessary to make them firmly arm themselves with the Juche idea, the great guiding idea of our age, acquire profound scientific knowledge and have a healthy body.

In the theses he said that in order to implement thoroughly the principle of socialist pedagogy and carry out socialist education satisfactorily it is necessary to adhere to the following four principles: First, Party loyalty and working-class loyalty should be embodied in education; secondly, Juche must be established in education; thirdly, education should be combined with revolutionary practice; fourthly, the socialist state should take responsibility for organizing and conducting education.

Next, he clarified the basic requirement for the content of socialist education and the main aspects of education.

He said that the content of socialist education should be fully revolutionary, scientific and realistic. Giving the definition that socialist education comprises political and ideological education, scientific and technical education and physical education, he explained the status, mission and content of each of them.

Next, he gave an extensive account of the scientific and revolutionary methods of education suited to the nature of socialist education and the ways to implement them.

He remarked that the main form of school education was teaching and the basic method of teaching was heuristics and expounded the different methods of heuristic teaching and the basic methods of ideological education which embodies the principle of heuristics. He said that in order to train students politically and ideologically and educate them in a revolutionary way, it was necessary to intensify their organized life and socio-political activity and defined it as an important method of socialist education to combine theoretical education with practical training and education with productive labour to make them acquire a living, useful knowledge and practical ability.

He said that it was an important method of socialist education to constantly educate all members of society throughout their lives by combining school and social education and by conducting simultaneously preschool, school and adult education.

In the theses he clarified the essential characteristics and advantages of the socialist educational system and the ways to further consolidate, develop and perfect it.

Pointing to the need to further develop the system of universal free education, he set the bright objective of introducing

compulsory higher education to intellectualize the whole society in the future on the basis of consolidating universal eleven-year compulsory education and set forth the tasks to implement it.

In the theses he set forth the tasks and ways for enhancing the role of educational establishments and strengthening Party guidance and state and public assistance to educational work.

Thus, the attitude to be adopted by the Party, the state and society and their responsibility were fully clarified and the actual guarantee for conducting successfully educational work in line with the basic principle of socialist pedagogy was created.

With the publication of the *Theses on Socialist Education* he provided an encyclopaedia of socialist and communist education and showed a shortcut to the training of communist-type men, one of the most difficult and complicated problems of building of socialism and communism.

This is the programme of communist education covering not one branch or aspect of education but all aspects of the training of communist-type men and development of socialist and communist education ranging from the basic principle of socialist pedagogy to the content and method of education and guidance to and system of education.

The publication of the *Theses on Socialist Education* authored by him evoked a big response in the world's revolutionary people.

Our people gave unanimous support to and approval of his *Theses on Socialist Education*, stressing that it was the Juche-orientated revolutionary programme which embodied the immortal Juche idea, the great revolutionary idea of our age.

The theses is the militant banner which powerfully inspires the south Korean youth and students and people

opposing the US imperialists and their stooges to the anti-US and anti-fascist struggle, for independence and democratization, the just save-the-nation struggle for independent national reunification, exerting great revolutionary influence on them.

Highly praising the theses as the “best charter of great Juche-orientated education in the world,” “the sum of human intellectual reached in the history of mankind,” and “an encyclopaedia, the acme of theory”, the south Korean youth and students and people launched a stubborn struggle for democratic freedom and the right to education against the reactionary educational policies of the US imperialists and the south Korean puppet clique.

The theses caused a world-wide sensation.

The world’s revolutionary people highly appreciated and deeply studied the theses, saying “The theses which will enrich the world’s treasurehouse of educational idea is an historic document showing us and the fighting revolutionaries of the world the path to be followed by the education of our age, the guiding principle of our people building a new society and an instrument in the hands of the people fighting for socialism.”

The Whole Party and the Entire People Inspired to Carry out the *Theses on Socialist Education*

Following the 14th Plenary Meeting of the Fifth Central Committee of the Party President Kim Il Sung energetically enlisted the whole Party and the entire people in the struggle to implement the theses.

It was most important for the thorough implementation of the theses that all people were enlisted ideologically in the implementation of the theses, having a correct understanding of educational work.

He used his best efforts to solve this problem.

Remarking that when the theses on the rural question was made public in the past things did not go smoothly for some time because people had no clear understanding of its basic idea, he explained the basic idea of the theses on education and convened meetings of the Political Committee of the Central Committee of the Party, consultative meetings of educationists and other meetings to lead our workers to make thorough ideological preparation for the implementation of the theses.

Convening a consultative meeting of educationalists in early October 1977, some time after the publication of the theses on education, he gave instructions serving as an important guide in the implementation of the theses on education.

Pointing to the need to push ahead forcefully with the implementation of the *Theses on Socialist Education* at the consultative meeting that day, he took steps to induce educationists to acquire a clear idea of the theses by intensifying the study of the theses and arranging seminars for the time being while taking steps to make them find the shortcomings in educational work themselves by launching strong ideological struggle and solve knotty problems.

In order to implement his instructions our Party concentrated efforts on giving wider publicity to the theses on education by employing all means of propaganda and agitation and saw that mass rallies and meetings were held across the country in support of the theses on education.

Thus, lecture meeting, intensive study session and seminar on the theses on education were arranged in the whole Party and mass rallies and meetings held in support of the theses on education in Pyongyang, the capital of revolution, and other cities of the country, organs, enterprises, cooperative farms and schools.

The press, radio broadcasting and telecast gave wide pub-

licity to and explained the theses on education and a song on it was composed five days after its publication and popularized among the working people, teachers and students.

For the thorough implementation of the theses on education our Party saw that the Party committees of province (city under central authority), city, county (district) held enlarged plenary meeting and discussed appropriate measures.

Thus, beginning with October 1977 the Party committees of province (city under central authority), city and county (district) held enlarged plenary meetings with the attendance of the functionaries of Party, government and administrative organs, economic workers and educationalists.

The meetings analyzed and summed up the shining results and experience in the educational work in the past and discussed the concrete measures to bring about radical change in educational work by fully implementing the tasks set forth in the theses.

Following the plenary meeting the functionaries often visited schools, as discussed and decided at the meeting, to hold lecture meeting and see classwork and solve problems of school. Factories, enterprises, cooperative farms made experimental apparatuses and school fixtures and sent them to schools and strove to help teachers in their work and life.

Thus the functionaries and the working people radically changed their attitude toward educational work. The working people became educators of the younger generation and guarantors for educational work and discharged their responsibility and role in educational work and the revolutionary habit of helping schools was established in the whole society.

He made arrangements for laying material foundations for education by enlisting the whole country and the entire people in the implementation of the theses on education.

One December day in 1977 he had the commissions and

ministries of the Administration Council take administrative measures for them to become supporters' bodies and not only give material and technical assistance to universities and colleges but also erect laboratories and practice factory.

The Administration Council adopted practical measures to thoroughly implement the theses on education advanced by him by adopting a decision.

The decision said that the teaching staff and students should intensify the study of the theses on education among the working people to get a deep understanding of it and embody it in their work and pointed to the need to compose the content of education properly by embodying thoroughly the basic principles of socialist pedagogy and particularly prepare teaching programme and textbooks for schools at all levels to meet the requirement of the theses and lay solid material and technical foundation for schools at every level including university.

As he organized and aroused the whole Party and the entire people to implement the theses, our educational work became the concern of the entire people and the whole country seethed with high enthusiasm to carry out the theses.

Convening a National Congress of Educationists

President Kim Il Sung put great efforts into preparation for convening a national congress of educationists attaching great importance to it to carry out thoroughly the theses and bring about a new change in educational work.

He who proposed convening of a national congress of educationists immediately after the publication of the theses acquainted himself with the preparation for the congress on several occasions and gave detailed instructions as to making good preparation for it.

One day in mid-July 1978 when the whole country seethed with preparation to meet the 30th anniversary of founding of the Republic as a great festival of victors he gained information about the preparation for the congress from a functionary he summoned and took necessary measures.

That day he said that there would be a large attendance if we considered that three men attend from each primary school, senior middle school and higher technical school and five from each university and college and suggested that the meeting should be held in grand style in the Pyongyang Indoor Stadium instead of in the People's Palace of Culture. At the meeting the experience gained in one year's study of the theses after its publication should be discussed and the determination to implement the theses in the future be confirmed, he said.

He went on to say that some teachers might have not been to Pyongyang and that it would be desirable for them to be brought to Pyongyang to attend the congress and make inspection tour so as to broaden their horizons.

Thus he clearly pointed out the aim of convening the congress, the orientation for the preparation for it, the size and venue of the congress, the arrangements of inspection tour, model lecture and demonstration lecture for participants of the congress, and other details.

Owing to his energetic guidance and meticulous solicitude the national congress of educationists was held in Pyongyang from September 29 to October 1, 1978.

He attended the congress.

The congress had an attendance of 15,000 including teachers from schools at all levels from nursery school and primary school to university, functionaries of Party, LSWY, administrative and economic organs and was attended by the sixth home-visiting delegation of Korean educationists in Japan.

It was the largest historic congress the like of which was never seen in the history of education.

The congress summed up the success achieved in the struggle to implement the theses, the communist educational programme set forth by him and discussed the tasks to raise the young generation to be versatile communist-type men by fully implementing the theses.

On the last day of the congress he delivered an historic speech *Let Us Bring About a New Turn in Educational Work by Thoroughly Implementing the Theses on Socialist Education*.

In his speech he summed up the shining results achieved in education in our country, inspired our people and educationists with great pride and confidence and gave an extensive account of the militant tasks and ways for developing our socialist education to a new high.

He stated that to improve the quality of education is the most urgent task in implementing the theses.

Remarking that it is very important to improve the quality of university education, he stressed that in order to improve university education it was necessary to improve the quality of education in senior middle schools while striving to conduct education well in universities themselves. In order to improve the quality of school education it is most important to raise the qualifications of teachers and for the purpose, first, universities of education and teacher training colleges should be built up to intensify teacher education and, secondly, the reeducation of the existing teachers be strengthened, he said.

He stressed that in order to improve the quality of education experiment and practical training should be strengthened and students be encouraged to acquire latest science and technology and study foreign languages hard. He set forth the tasks to establish study habits among students under the Party's slo-

gan "The Party, the people and the army must all study!", follow the study-first policy and enforce rigid education discipline of carrying out the teaching programme exactly.

He went on to say that it would be possible to improve the quality of education and educate students to be communist revolutionaries with useful and living knowledge only when schools were fully provided with necessary material conditions and that the state, local Party and government organs and the entire people should build a great number of schools, rendering every possible assistance and doing supply work well, provide schools with experiment apparatuses and practice facilities and build up practice workshops for them.

He said that it was the task of the last stage of implementing the theses on education to make all members of society intellectuals and that for the purpose it was necessary to expand and develop the higher educational system of studying while working. He stressed that factory, farm and fishermen's colleges and other spare-time educational establishments should be set up in large numbers and run properly.

Setting forth the tasks of strengthening Party guidance to educational work in his speech, he pointed out that the leading functionaries of the provincial, city and county Party committees should often visit schools to give lecture and solve the knotty problems of educational and instructional work in time and give good guidance to the work of school, Children's Union and the LSWY.

His historic speech delivered at the congress is the historic document which demonstrates the correctness and viability of our Party's educational policy and the leading guideline which indicates the way to develop educational work to a new high to meet the requirements of three revolutions—ideological, technical and cultural.

He sent the participants of the congress the valuable gifts

to be handed down to posterity and honoured exemplary educationists with the title of Labour Hero, People's Teacher and Merited Teacher and with high state decoration.

The participants of the congress and the teachers who enjoyed his great confidence and parental solicitude renewed the fiery resolve to bring about a new turn in educational work by thoroughly implementing the important instructions he gave at the congress.

7. Great President Kim Il Sung Organizes and Guides the Struggle for Developing Educational Work onto a New Higher Stage through Educational Revolution (1980–)

1) Energetic Promotion of the Work for Raising Decisively the Quality of Education and Radical Improvement of the Content and Methods of Education

Paying Attention to the Improvement of the Content and Methods of Education

In his historic report delivered at the Sixth Congress of the Workers' Party of Korea in October 1980 President Kim Il Sung advanced a programme to model the whole society after the Juche idea and set a task to improve the quality of education in order to further develop educational work in keeping with the demands of revolution that was developing.

To decisively raise the quality of education was a pressing task in view of the demand of law governing our revolution and the actual state of education in our country.

In order to improve the quality of education decisively he

paid deep attention, first of all, to improving the content and methods of education and pushed ahead with this.

He said:

“Education should be sensitive to the vibrant realities of our country and all aspects of education, including its content and methods, should be improved and perfected in accordance with developing reality.” (Kim Il Sung, *Works*, Eng. ed., Vol. 32, p. 355.)

To improve the content and methods of education to suit continuous development in depth of revolution and construction was indispensable requisite.

To improve the content and methods of education in accordance with rapidly developing reality was indispensable for training younger generation into competent revolutionary talent and continually raising the quality of education.

He saw to it that, above all, political and ideological education to train the younger generation into reliable successors to the Juche-orientated revolutionary cause was intensified.

The strengthening of political and ideological education was an essential requirement of socialist pedagogy which is aimed to revolutionize and working-classize people and train them into communists and it was, therefore, an important problem which should be solved primarily in improving the content of education.

In his address to the Seventh Congress of the League of Socialist Working Youth (October 1981) and other works he taught that all the youth and students should be firmly equipped with our Party's Juche idea and glorious revolutionary traditions, hate the exploiting system, love the socialist system ardently and energetically strive for the interests of society and community and the country and the people. He not only clarified the content of political and ideological education but also set forth specific ways and means for putting it into practice.

As a result, in schools the well-arranged system of political and ideological education of children was established and educational work for children was conducted in positive way in close combination of educational administration with organizations of the LSWY and the Children's Union.

Under the wise leadership of the great leader and our Party the content of political and ideological education was enriched so that the youth and children could be brought up to be communist revolutionaries equipped with firm revolutionary world outlook and possessed of noble personality, and our education came to be able to greatly contribute to the fulfillment of historic cause for modelling the whole society on the Juche idea.

To improve the content of scientific and technical education to meet the demands of revolution was an indispensable requisite for training students into comprehensively-developed communists with rich knowledge, sound morality and strong body and for developing science and technology of the country rapidly.

Despite the heavy pressure of all affairs of revolution and construction, he found time to acquaint himself in detail with the actual situation of scientific and technical education and took measures to enhance the qualitative level of education of basic science and foreign languages and other scientific and technical education onto a higher stage. On June 7, 1981 he said that whether our people use cultured Korean language well or not depended largely on how teachers teach students and told in earnest that universities of education should give good education of it so that teachers themselves could use it well and that educational institutions should teach it well to students in the future.

And in the instructions he made on March 28, 1984 and on other several occasions he stressed the need to raise the

qualifications of teachers of foreign languages and strengthen the study of foreign languages among students, tighten the control of study of foreign languages and strictly examine students in them, and provide conditions for the strengthening of education in them.

Thanks to the steps taken by him the curriculum was changed so that pupils could have an elementary knowledge of foreign languages at the stage of elementary education, ratio of foreign languages in timetable was rationally settled and textbooks were newly compiled.

At schools study rooms for foreign languages were set up with modern audio-visual equipment, and the organization and method of teaching improved with emphasis on conversation and many reference books for study of foreign languages published a great deal.

In particular, in improving the content of scientific and technological education he saw that deep attention was directed to enhancing the level of education of basic science.

Giving instructions on April 28, 1984 he again set forth a task to raise the standard of education of basic science at senior middle schools. He stressed that only when the level of education of basic science such as mathematics, physics and chemistry was heightened at senior middle schools could the University of Science train many competent personnel and university graduates and prove their great merits in the field of natural science. And he told that at senior middle schools strenuous efforts should be directed to raising the level of education of basic science such as mathematics, physics and chemistry.

He always paid deep attention to the promotion of health of our children.

In the teachings he made on March 5, 1981, on January 24, 1984 and on other occasions he stressed the need to

make our youth and children grow tall and on May 15, 1984 he again clarified the orientation and ways and means in connection with the problem of making our children grow tall at the meeting of Political Bureau of the Party Central Committee. He was concerned about vigorously launching the movement among pupils to make all of them grow tall and sturdy while improving further the living standard of the people in the future and providing children with bone-powder, lysine, vegetables and other foodstuffs of high nutritive value.

According to his instructions, in August 1984 the Administration Council took measures to revise the content of education at teacher training college and other institutions for training nursery school and kindergarten teachers and textbooks for them and to set up a research institute in helping grow tall.

He directed close attention to improving the content not only of common education but also of higher education.

First of all, he saw that universities improved and intensified scientific and technical education in keeping with the strategic line of our Party's economic construction to make the national economy Juche-orientated, modern and scientifically based and that they taught students sciences and technology essential for building and developing the economy with the resources of our country and in conformity with the actual conditions of our country.

He also ensured that the content of education was replenished with the achievements of up-to-date science and new scientific and technical problems urgently needed for developing modern techniques, electronic industry, automation industry, nonferrous metallurgy and engineering industry in particular, and that the scientific and theoretical level of higher education was enhanced decisively.

He acquainted himself in detail with the content of educa-

tion of many universities of technology and corrected its shortcomings one by one.

In March 1981 he gave highly important instructions to train more able scientists and technicians in universities and colleges of fisheries by raising the quality of education, and one day in June of the same year inquired into the work of University of Agriculture in North Hamgyong Province and advised it to reform the content of its education to suit the geographical features of the province.

At the Seventh Plenary Meeting of the Sixth Party Central Committee held in June 1983 he stated that University of Railways and other educational institutions of railway transport should strengthen the education of railway management and operation to train many men of ability who could operate railways skilfully and had technology.

Like this, because he pointed out in time the problems arising in the improvement of content of education and took measures to solve them, universities could reform and round out the content of education ceaselessly on a scientific basis to meet the needs of actual conditions.

Giving careful consideration to the importance of improving the method of education in enhancing the quality of education, he took a measure to right the method of education so that the independence and creativity of students could be increased.

He saw that teachers of schools at all levels taught pupils in a popular style and in a way easy to understand widely using various modern visual aids, as required by the heuristic method of education.

Along with this he made sure that schools including universities did away with practices laying stress on lectures and increased the proportion of experiment and practice and carried them out effectively and that such an old method of examination as to make one say by heart what was taught was elimi-

nated, and a new method of examination which appraised one's real ability, putting the main stress on one's theoretical knowledge of what was taught and one's practical ability was adopted.

Thanks to his wise leadership the content and methods of education were improved ceaselessly and the quality of education was raised further and educational work showed a new improvement.

The content of mathematics of primary school and senior middle school was reformed on the basis of modern mathematics, textbooks of physics and chemistry for senior middle school revised, based on structural theory of matter and the subject of biology replenished with the principle of modern biology and its up-to-date achievements.

In higher education the content and methods of scientific and technological education were re-examined in an all-round way and improved ceaselessly in keeping with the trends of development of modern science and technology and with the current requirements of socialist construction. Particularly, the level of education was raised in order to impart the scientific and technological knowledge needed for developing cell engineering, gene engineering, superhigh-pressure physics and ultra-cryogenics and introducing lasers and plasma into the national economy.

Valuing the Distinguished Capabilities and Talent of Pupils

President Kim Il Sung paid deep attention to systematically cultivating the distinguished capabilities and talent of pupils and showed great affection and solicitude to them.

He said:

“There are some children who have exceptional skill for certain fields.... We do not ignore this fact. Those children of remarkable talent are sent to suitable schools.”
(Kim Il Sung, *Works*, Eng. ed., Vol. 27, p. 357.)

It is an important distinctive quality and superiority of socialist education to guarantee the development of the collective while guaranteeing that of individuality.

Our socialist educational system not only gives full play to the might of the collective but also opens up an avenue for people to display their capabilities and talents to their hearts' content and energetically promotes their development.

Having deep insight into the fact that the students who have distinguished capabilities and talent can make great contribution to the development of science, technology and culture, he instructed valuing their aptitude and distinguished talent and energetically fostering them.

In mid-January 1982 he, despite the heavy pressure of all affairs of revolution and construction, met a girl-student of 13 years who entered the first-year class of the specialized course of Pyongyang University of Fine Arts while at a senior middle school in the locality.

As she entered the room, he introduced her to officials beside him and said that he wanted to see her writing ability.

The student wrote one letter after another that “Greeting the New Year, I wish father Marshal Kim Il Sung long life in good health!”, which she was always eager to write.

Watching with satisfaction her manner of writing on a white sheet of paper he praised her repeatedly, saying that she wrote a good hand.

As was told by him she wrote large and small letters, horizontally and vertically. He was much satisfied, saying that she was an able student.

Informed that her father was a worker at a factory in

Wonsan, he was highly pleased with the word that a bright girl came from a worker's family. He added that the daughter of a worker would become a talent only under our socialist system in which everyone can develop one's ability to one's heart's content.

That day he gave a programmatic instruction which serves as a guide to training all the students into communist revolutionaries of a Juche type, knowledgeable, morally impeccable and physically sound, by improving the content of school education as required by the *Theses on Socialist Education*. The historic instructions had great importance in training systematically the pupils who have distinguished aptitude and talent and in improving the quality of school education.

According to his instructions the Administration Council took a measure to strengthen education of the pupils who have exceptional talent. As a result, a secondary and a special course were set up in the University of Science to give short-course instruction to those who have remarkable talent for mathematics, physics, chemistry and other basic sciences, and a preparatory course was inaugurated in the University of Science and Pyongyang University of Foreign Studies in order to strengthen education for sagacious children of primary school age.

At the same time, measures were taken to often hold a meeting of teachers and parents of pupils with the aim of effectively cultivating the talents of pupils by improving the method of instruction and successfully conducting school education and home training.

In this way, teachers came to be well aware of their duty of developing aptitude and talents of pupils and to find the ways and means for decisively improving the method of education, and parents of pupils came to form a detailed plan for

home training, keeping in close contact with school, and conduct education of their children meticulously.

The affectionate measures taken by him increase the intelligence and ability of our children and students and today talented children are growing up in great numbers throughout the country.

This is clearly shown by the fact that a boy of six years became a “pupil of middle school” to please people, a pupil of primary school studies a foreign language of university course and a kid-accordionist of kindergarten stirs up the world of art.

To Provide Modern Educational Conditions for Younger Generation

In order to raise the quality of education and consolidate and develop the already attained successes the great leader paid deep attention to educational conditions.

Indeed, a lot of things should be done to provide adequate educational conditions. The number of pupils increased every year. This needed more class rooms, school fixtures, facilities for experiment and practice.

With the rapid progress of education its material needs greatly increased and the demand for educational conditions also increased largely.

To solve this problem he acquainted himself with preparatory work for new school year annually and solved knotty problems one by one. He paid deep attention, first of all, to the building of schools and the laying of their material foundation in a modern fashion and pushed ahead with this work.

With the enforcement of the universal 11-year compulsory

education large numbers of pupils were admitted to schools, and, at the same time, many schools in town and country switched double-shift school system over to single-shift school system. In these conditions, a problem of class rooms was one of the important problems whose solution was primary requirement in providing conditions for education.

Giving careful consideration to actual conditions of education of the country he aroused officials of Party and power organs and the entire people to the building of schools.

He ensured that top priority was given to the building of schools and kindergartens and that materials and funds were allotted to it preferentially.

True to his lofty intention the state took such a measure to solve the problem of building schools as to build over 5,000 classrooms annually in the period of two or three years, produce and supply school fixtures needed for them and let the relevant organizations supply building materials for schools in a responsible way.

Also, it took a measure so that the materials to be used for the building of schools could be supplied in a planned way under the special name "for the building of schools" and that the railway agencies transport them on a priority basis.

Thanks to such measures of the state and positive public assistance the building of schools was promoted on a large scale. As a result, in the period of five years after the publication of the *Theses on Socialist Education* over 30,000 classrooms were built in the field of general education.

Although much attention should be devoted to economic construction and improvement of people's living he did not spare the state investment in order to furnish schools with facilities for experiment and practice and whenever specimens of rare animals and plants and modern educational facilities came to his hands he sent them to schools as gifts.

Thanks to his intelligent guidance experimental equipment came to be produced in a planned way in the capital and every province of our country with the huge amount of state fund, and in the school year of 1984 such excellent results were obtained that producers of experimental apparatuses throughout the country supplied hundreds of thousands of pieces of experimental apparatuses of over 150 kinds to schools.

Moreover, greeting the Day of Education teachers made hundreds of thousands of teaching aids and experimental tools by their own efforts every year and over 2,000 pieces among them which suit pedagogical requirements and had a good-educational effect were displayed at the national exhibition of teaching aids and experimental apparatuses and now are popularized among schools.

He paid deep attention to the educational facilities and showed a great favour.

In June 1980 he gave serious consideration to the fact that education for imparting general knowledge to pupils was poor, and told officials in earnest to build up the Paekхва Garden (the garden alive with all sorts of flowers) and teach pupils names of flowers and trees.

One day in June, 1981, one year later, he examined the blueprint of the garden submitted by officials. Looking carefully into it, he remarked that the garden should be built attractively without delay so that kindergartners and pupils of primary schools in Pyongyang might visit it frequently. He added that this made it possible for them to know about flowers well and love them.

When he saw even a beautiful flower, a rare bird or fish and when the finest building was erected and when a new thing was produced he always thought of younger generation before anyone else and allotted them to them. Like this his love for them was boundless.

In the instructions he gave on June 12, 1983 and other days he proposed to build a swimming pool attractively in every school. He told that since our country was surrounded by the sea on three sides everybody must know how to swim and put stress on the use of all swimming pools of schools by repairing them and supplying them with water well.

Through the endeavour to implement his instructions, that year alone over 400 swimming pools were newly built and over 890 swimming tanks repaired. In this way, numerous schools arranged swimming pools by their own efforts and came to give swimming lesson to pupils.

He paid deep attention even to the clothes and shoes of pupils.

It was one of the important problems he was already concerned about from the first days of leading Korean revolution up to this date to train all children and students into reliable workers of the country with great physical strength by making them well-clad and well-fed.

Regarding it as an important matter of the Party and state to provide them with clothes, he discussed about the form and colour of school uniforms at the meeting of the Political Committee of the Party Central Committee and other meetings and took a number of state measures to produce and supply school uniforms.

He allotted the best cloths produced by textile mills to the production of school uniforms and personally chose their colours and fixed the number of their kinds and the date of their supply. Further, he gave a valuable instruction that in every school the uniforms be supplied so colorfully that it could impress one as a flower garden.

Still unable to feel easy with this, he called pupils to his side and examined if their clothes fitted them. And he even took a measure to make an on-the-spot survey and ins-

pection throughout the country so that all children and students could be provided with smart clothes well-fitting them.

Thanks to the leader's deep love and solicitude, during the period from 1978 to 1984 all the children and the students and pupils of all schools ranging from primary schools to universities across the country were provided with clothes, shoes and all kinds of school things on three occasions free of charge.

2) Intellectualization of the Whole Society, Extension and Development of the Study-While-Working System of Higher Education

Intellectualization of the Whole Society—Central Task of Cultural Revolution

In the Sixth Congress of the Workers' Party of Korea President Kim Il Sung set forth the policy of intellectualizing the whole of society.

He said:

“To intellectualize the whole of society means training all members of society, following their working-classization, to be fully developed communist-type men, possessing the cultural and technical standards of a university graduate.” (Kim Il Sung, *Works*, Eng. ed., Vol. 30, pp. 458-59.)

Intellectualizing the whole of society means training all members of society, following their revolutionization and working-classization, to be fully developed communist-type men of

the high cultural and technical standards of a university graduate.

The cultural and technical standards of a university graduate are the standards essential for the people who build communism and will live in communist society and they represent the traits which should be possessed by fully developed communist-type men.

Therefore, when intellectualization of the whole of society is realized, the difference between the cultural and technical level of the working people will be obliterated and all members of society become fully developed communist-type men.

Intellectualizing the whole of society is an important revolutionary task to bring about the complete equality of the people in all aspects of their labour and social life through the elimination of disparity between mental and physical labour caused by that of intellectual level, and a strategic task for the completion of cultural revolution.

The intellectualization of the whole of society can be realized when all members of society are enrolled in specific higher educational institutions and receive education, and to this end, higher education should be compulsory.

The policy of intellectualizing the whole of society set forth by him is an original policy embodying the requirement of the Juche idea to free people from all fetters of nature and society and bring them up into independent and creative beings and an intelligent policy illuminating for the first time in history the straight road to carry through the task of cultural revolution.

Strengthening and Development of Factory College and Establishment of Farm and Fishermen's Colleges

President Kim Il Sung strengthened the existing cadre-

training centers and, at the same time, increased the number of institutions of higher learning by developing the study-while-working system to further expedite the intellectualization of the whole of society.

In order to make all people receive higher education, it is essential to rely upon the revolutionary ways and means to increase higher educational institutions as quickly as possible.

To increase institutions of higher learning by developing the study-while-working system established by him was a positive way which made it possible to closely combine education with socialist construction and rapidly increase higher educational institutions while pushing ahead with socialist construction.

In order to expand and develop the study-while-working system of higher education, he took into consideration the regional distribution of the national economy and the characteristic features of its branches and paid deep attention to the establishment of factory, farm and fishermen's colleges and improvement of their management.

First of all, he took measures to increase the number of factory colleges and generalize their achievements and experience throughout the country.

In our country, a factory college which assumes the form of one receiving higher education while on the job was set up for the first time already in 1951 when the Fatherland Liberation War was in its height and then made a rapid progress. Its number increased to 35 in 1970 and 85 in 1980.

Basing himself on this achievement, he took a measure to set up factory colleges in succession in factories and enterprises and many other branches of the national economy.

In 1984 alone, the last year of the Second-Seven Year Plan, six colleges were newly established to train technicians for mining, metallurgical, electronic automation and machine industries.

Along with increasing the number of factory colleges, he saw to it that a vigorous struggle was waged to improve the quality of their education.

Factory colleges made the contents of education meet the requirements of the Party policy and further improved the scientific and theoretical level of education in order to thoroughly implement the policy of making the national economy Juche-oriented, modern and scientifically-based.

In particular, factory colleges carried out education programme without fail by improving the method of education in accordance with the specific features of students who receive education while on the job and tightening educational discipline, and did office work concerning instruction meticulously so that all students could go through necessary pedagogical courses.

As a result, 126 miners of the Kumsan pit in Ryongyang Mine, who received higher education while conducting productive work under the study-while-working system obtained the qualification of assistant engineer at a time in 1981 and entered Ryongyang College of Technology.

Highly appreciating their successes, he told officials to generalize their experience throughout the country.

In April 1981, at the Fifth Session of the Sixth Supreme People's Assembly, he highly appreciated their experience who had not only grown up into competent technicians possessed of deep knowledge and high technical skills true to the Party policy of intellectualizing the whole of society but also made great financial contribution to the state by overfulfilling with success the plan of mineral production every year through their creative wisdom and talent.

Pointing out that the good experience of all the workers of the Kumsan pit who had become assistant engineers and would become engineers after a year clearly showed the correctness

and vitality of our Party's policy of making the whole of society intellectual, he said that any enormous task could be carried out successfully only when the producers showed an infinite loyalty to the Party and revolution and possessed deep scientific knowledge.

He added that factories, enterprises, rural villages and all other domains and units should follow the example of the Kumsan pit.

The Party and state took a measure to generalize the example of the workers of the Kumsan pit in Ryongyang Mine who took the lead in carrying through the policy of intellectualizing the whole of society.

As a result, all the shop and workteam members of many factories and enterprises became students of factory higher specialized schools and factory colleges and prepared themselves to be intellectuals of working-class origin and the youth sub-workteam members of the Sangso Cooperative Farm in Anju County and many other young people in the countryside were trained into agricultural engineers and specialists through the study-while-working system of higher education.

He paid deep attention to establishing farm and fishermen's colleges and took practical measures.

Their establishment was a matter of high importance in making the officials and workers in the domains of agriculture and fishery receive higher education.

However, their establishment and management were more difficult and complicated than those of factory colleges.

This was because the material and technical foundations of agriculture and fishing industry were weaker than those of industry and their productive activities had a number of specific features.

Giving careful consideration to these conditions, he took an intelligent measure to select some cooperative farms which

were well mechanized or situated near the factories where there were many intellectuals and establish and run farm colleges in them, and, after some experience was accumulated, generalize it gradually.

Moreover, he stressed the need to organize instruction in a rational way taking into consideration the seasonal features of agricultural production, and told in detail about the questions arising in the management of farm college.

First of all, he saw to it that farm colleges drew up the teaching schedule according to which to conduct intensive education mainly in winter, give lessons by making an effective use of evening time in the farmers' leisure season and assign them the tasks for self-study in busy time to make it possible for them to digest and consolidate what they had been taught.

He also ensured that the guidance of study over the students was brought close to field work and carried out in diverse ways in keeping with its specific features.

According to his instructions, the Party and state established farm college in Chongsan-ri and solved the problems connected with its educational system, study course, management and conditions for instruction.

In this way in December 1981 farm college was opened for the first time in Chongsan-ri, a glorious land.

This was a brilliant fruition of his Juche-orientated educational idea and another significant event which opened up broad vistas for the rapid realization of the Party's far-reaching programme of rural construction and the policy of intellectualizing the whole of society.

He set up Sinpho College of Fisheries, the first fishermen's college in our country, and took concrete measures to solve the questions arising in its management.

According to the measures, the contents of education of

the fishermen's college were composed along the line of sharply reducing the hours of production practice and intensifying instruction in fundamental principles in consideration of the fact that the students were directly engaged in fishing industry, and instruction was rationally organized in conformity with the characteristics of student-boatmen.

In this way, office workers and workers in the field of fishing came to be enrolled in the network of receiving higher education while on the job.

Like this, with the establishment of farm and fishermen's colleges office workers and workers in the fields of agriculture and fishing could receive higher education without being disengaged from production to become competent revolutionary talents and a broad avenue was opened up for the successful realization of the intellectualization of the whole society.

Worthwhile Correspondence Course of Evening-School-Type

The President further strengthened the system of correspondence course to expand and develop the network of receiving higher education while on the job.

Already in January 1973 when he gave on-the-spot guidance to Chonggye-ri, Pongsan County, North Hwanghae Province, he proposed to establish the system of correspondence course system of a new type, based on his deep analyzation of the educational work of college correspondence course in combination with the actual conditions of the countryside.

The former system of correspondence course of education required trainees to attend colleges periodically so they were disengaged from production whenever they attended them and, moreover, it admitted only small number of farmers to colleges.

Giving careful consideration to these shortcomings of education by correspondence, he ensured that lectures should be given to trainees on the spot for two hours in the afternoon every day as done in evening schools, instead of calling them to colleges and that it was desirable for instructors to give lessons, making a tour. With this he assigned this honorable task to the teaching stuff of Sariwon University of Agriculture.

It was a revolutionary method of education which made it possible not only for trainees to conduct productive activities properly but also to train a large number of technicians at a time by enrolling farmers collectively in the network of correspondence courses because they could study on the spot.

Thanks to the measure taken by him, the directive of the Administration Council "On Strengthening the Education by Correspondence in Universities and Colleges" was adopted on May 29, 1981, and according to this education by correspondence with the main stress placed on the form of study class of an evening-school-type came to be actively conducted in universities and colleges.

In a short space of time after he took the wise steps the units of correspondence course of education of an evening-school-type were organized in many universities and colleges throughout the country and many working people studied there while on the job.

Schools in the field of railways organized and gave in an effective way instruction to and guidance over self-study of the trainees in keeping with the characteristics of their shift work in the given units concerned, while moving periodically by making use of the special train for correspondence courses of education and schools in the field of fishing appointed the parent ship as a ship for correspondence courses and made it possible for all the trainees in fishing ships to receive instruction and guidance over their study by turns.

To take an instance, Sariwon University of Agriculture has many units of education by correspondence of an evening-school-type in several provinces and cities directly under central authority in areas along the west coast, and thanks to this educational system, the number of engineers and assistant engineers in Chonggye-ri, Pongsan County, has increased from five in 1973 to over 80 for ten years.

In addition, the University of Railways enlists over 1,300 from among the members of the youth mechanized company of railway corps and admits them to its correspondence faculty every year and trains them into engineers. Thanks to the solicitude of the Party, 1,962 among the members of the speed campaign youth shock brigade which was dispatched to Kwail County were enrolled in the network of education by correspondence of Kwail College of Fruit Growing at a time in September 1984, and became assistant engineers.

All this clearly showed that the form of education by correspondence of an evening-school-type set forth by him has a great vitality in intellectualizing the whole of society and irrefutably proved that the task of intellectualizing the whole of society advanced in the *Theses on Socialist Education* could be carried out with success.

The Grand People's Study House

In order to push ahead with the intellectualization of the whole society, President Kim Il Sung gave an intelligent guidance so that public education was strengthened and a revolutionary habit of study established throughout the country.

Intellectualization of the whole of society represents a work for all members of society and a cultural and technical level to be attained through it is very high. So, although the

well-regulated system of education for the working people was established and conditions were favourable to studying while on the job, if all members of society do not study and learn steadily they could not contribute to improving the intellectual level of people.

So, in order to make all the working people acquire the knowledge of a university graduate, it is necessary to strengthen public education, along with increasing the number of institutions of higher education, and establish the revolutionary habit of study throughout the country, and everyone should learn steadily to possess a deep scientific and technical knowledge.

Having deep insight into the importance of strengthening public education and establishing the revolutionary habit of study in intellectualizing the whole of society, he paid deep attention to it.

First of all, in order to provide a major centre of public education for the working people, he elaborated a plan to build the Grand People's Study House.

On December 13, 1973, he went up Namsan Hill accompanied by officials.

He trod the snow-covered hill and looked out over the capital. He said that the time had come to turn that place to account and that it was desirable to build there a large library because the People's Palace of Culture had already been built and there was the Students and Children's Palace in Pyongyang.

Formerly, officials proposed to build government buildings there because it was situated in the heart of the capital city.

However, he said that the heart of the city should be occupied not by the government buildings but by public buildings to be used by many people and showed such a great love and

favour as taking a measure to build a grand palace of study of all people at the place which he had carefully laid aside for future use for 20 years after the war.

After he fixed in person the site of the Grand People's Study House, he gave detailed instructions on many occasions about its architectural form and design. He visited the construction site and grasped big and small problems which were not dealt with in the design in time and took wise measures.

Dear Comrade Kim Jong Il who successfully carries on the President's lofty intention gave energetic guidance to make the Grand People's Study House a grand monumental architecture in the era of the Workers' Party and make it assume the appearance of the central base for intellectualizing the whole of society, according to the plan of the President.

As a result, the Grand People's Study House was built in only a year and nine months as a magnificent grand monumental architecture having total floor space of nearly 100,000 square metres, a capacity of housing over 30 million volumes and a lot of up-to-date educational facilities.

Like this he not only built the Grand People's Study House as a grand monumental edifice, but also clarified all problems arising in its management.

On September 26, 1981, when the construction was nearing completion, he visited the Grand People's Study House which was erected magnificently.

That day he told that because the Grand People's Study House was provided with all best facilities, many people were able to study there.

About the aim of construction of the Grand People's Study House and its mission he said:

"The aim of construction of the Grand People's Study House is to develop the science and technology of the country as quickly as possible by equipping the working people

with the Juche idea and the latest science and technology and to implement the policy of intellectualizing the whole of society.

“Now that we have many university graduates and the intellectual level of the working people was improved to some extent, if the Grand People’s Study House is managed properly, it will be a great help to implementing the policy of intellectualizing the whole of society and prove its worth in making the national economy modern and scientifically-based in ten years or so. In this sense, we can say that the Grand People’s Study House is not a mere library but a central base for intellectualizing the whole of society and a correspondence university for the working people.”

That day, he also told in detail about the content and methods of lectures to be given in the Grand People’s Study House, the method of running reading and lecture rooms and the ways and means for the education of people in localities.

According to his teachings, various state measures were taken to make the study house carry out successfully its tasks and mission in intellectualizing the whole of society.

In this way, the Grand People’s Study House conducted extensively and thoroughly education in theories on social science necessary for the study of principles of the Juche idea, Party policy and revolutionary traditions and revolutionary and communist education. At the same time, it educates people on elementary sciences such as mathematics, physics, chemistry and biology and on sciences and technology related with all spheres of national economy including heavy and light industries, construction, transport, communications, agriculture, medicine. Lessons of Russian, English, Chinese, Japanese and other foreign languages are given and education of theories of the Juche-oriented music and special show of music take place to improve the level of cultural life. Also, the study house con-

ducts education in question and answer form for those who visit it after striking a puzzle.

In addition, it organizes lectures, discourses and short training courses for different fields of sciences, of various forms, on new scientific and theoretical problems such as scientific and theoretical lectures, discourses for cadres, and holds scientific seminars and symposiums for reading papers on scientific study to raise the qualifications of scientists and technicians and popularizes the achievements of their scientific researches.

The study house sends lecturers, research workers, and librarians to production sites to offer and translate the materials on modern science and technology with a view to solving scientific and technical problems arising in making the national economy Juche-oriented, modern and scientifically-based, holds video- and on-the-spot lectures on the trend of development of the latest science and technology, promotes technical collaboration and creative cooperation among scientists, technicians and workers in production units, and gives technical assistance on the spot.

Indeed, under his wise guidance, the Grand People's Study House is successfully carrying out its lofty mission and duty as the central base for intellectualizing the whole of society and correspondence university.

During the period between April 1982 when it was opened and mid-May 1985, the Grand People's Study House gave education to several millions of people. As a result of energetic struggle for intellectualizing the whole of society the number of those who visit the study house to listen to lectures or read books amounts to over 10,000 a day.

He established the revolutionary habit of study throughout the country to increase without letup the cultural and technical standards of all the functionaries and working people.

He said that revolutionaries should study through life, and established the well-regulated system of study and provided conditions for study so that all cadres and working people could learn. He put forward the slogan "The Party, the people and the army must all study!" and ensured that all the working people made it a custom to study.

He made it a rule that all officials in Party and government organs, working people's organizations, factories, enterprises, cooperative farms, scientific and cultural institutions and all other organizations and institutions study more than two hours every day after a day's work.

He also established a well-regulated refresher course system for cadres and made them regularize Saturday study and attendance at lectures.

With the implementation of his policy of establishing a revolutionary habit of study throughout the country, the level of general knowledge and technical and cultural standards of the working people were further improved and the cause of intellectualizing the whole of society promoted vigorously.

Like this, he defined the intellectualization of the whole society as the central task of cultural revolution and wisely led the struggle for its implementation, with the result that a great success was achieved in it.

In this period the number of institutions of higher learning increased continuously. The number of universities amounted to 270 as of 1989 and technical personnel were trained in great numbers and technicians and specialists increased to over 1.6 million.

This clearly testifies to the correctness and vitality of the programme of intellectualizing the whole of society set forth by him and shows that our education has reached a very high stage of development to carry out successfully the intellectualization of the whole of society.

3) Struggle for Developing Education onto a Higher Phase, Successful Promotion of Educational Revolution

For Rapid Progress of Educational Work

In our country in the middle of the 1980s the cause of modelling the whole society on the Juche idea was vigorously promoted and science and technology made rapid progress.

In particular, as a result of energetic struggle which was unfolded for creating the "80s' speed" under the banner of three revolutions—ideological, technical and cultural, the Second Seven-Year Plan for the Development of the National Economy was successfully fulfilled.

In education, through the struggle to implement *Theses on Socialist Education* the quality of the universal 11-year compulsory education and the training of cadres was further improved.

Our revolution which was steadily advancing toward a new higher stage required that school education be improved as a whole and the quality of education decisively raised in order to train the younger generation who would carry forward the revolution into versatile revolutionaries and make our revolution contribute effectively to the development of science and technology and socialist economic construction.

To meet a new demand of our revolution he sagaciously organized and led the struggle for developing educational work onto a higher phase.

In the instructions he gave on April 28, 1984 he set forth

highly important tasks for developing educational work to a higher stage.

He remarked that only when the standard of education in basic sciences is raised at senior middle schools can universities produce a large number of competent technicians and university graduates prove their worth in the field of natural science and that senior secondary schools should raise the standard of education in basic sciences such as mathematics, physics and chemistry.

At the Ninth Plenary Meeting of the Sixth Party Central Committee held in July 1984 he referred to the success achieved in the educational work in the past and said that the quality of education should be improved still more at schools at all levels including universities to meet the demands of the actual situation that was developing.

He saw that the national conference of active educational workers took place in July 1984 in order to discuss the tasks and measures to develop educational work onto a higher phase and arouse the entire educational workers to the implementation of the tasks. The conference was attended by over 4,000 including model teachers from schools at all levels ranging from kindergartens and primary schools to universities who attained good results in education of the younger generation and Party and administrative officials leading educational work in the capital and provinces.

At the conference were present also the educational workers from the General Association of Korean Residents in Japan who visited the socialist motherland.

The conference reviewed the brilliant successes and precious experience gained in public education and the training of cadres and discussed the tasks to bring about a new revolutionary turn in educational work to meet the requirements of modelling the whole society after the Juche idea. At the conference

the report was made and then many educational workers delivered speeches. Showing great affection and solicitude he saw that many of them were given official commendation, honorary titles, academic degrees and gifts. Dear Comrade Kim Jong Il who is true to the lofty idea of the great leader sent them an historic letter *On Further Developing Educational Work* which showed them the clear-cut orientation of Juche-orientated education. The letter was the great Juche-orientated educational programme which furnished a comprehensive solution to all theoretical and practical questions arising in bringing about a new change in educational work by thoroughly implementing the *Theses on Socialist Education* and, at the same time, an immortal classic document which enriched the treasurehouse of the thought of Juche-orientated education.

With the publication of the letter the thought and theory on Juche-oriented education was further developed and enriched and our Party and people came to have a powerful theoretical and practical instrument with which to push ahead with educational revolution and thus bring educational work onto a higher phase.

After the conference all the educational workers and people turned out as one man in the struggle to bring about a new turn in educational work.

On-the-Spot Guidance to Pyongyang Senior Middle School No. 1 and Successful Progress of Educational Revolution

To create an example at one unit and generalize it is a revolutionary method of work which the great leader holds fast to in leading revolution and construction.

He put great efforts into improving the quality of the uni-

versal 11-year compulsory education to bring educational work to a new high while, at the same time, wisely leading educational work to bring about an innovation in educational work through creating an example at one unit and generalizing it.

One day in late February 1985 he visited Pyongyang Senior Middle School No. 1 which was built on the scenic shore of the Potong River and comprises ten-storeyed main building, an auxiliary building and a separate building. It is a model school with classrooms, laboratories, rooms for practice, and sports, cultural and welfare facilities which were built on the most up-to-date lines.

That day he made a tour of classrooms, laboratories, practice rooms, a hall, indoor swimming pool, indoor stadium and other educational facilities. He was much satisfied to see that the school was provided with best educational equipment and facilities to train students to be the knowledgeable, virtuous and healthy builders of socialism and communism and then gave important instructions to bring about a new revolutionary turn in education. He said that in order to train students to be able men, first of all, education to establish the revolutionary world outlook should be strengthened among them and that whether they can establish a correct world outlook or not depends on how education is conducted at the stage of secondary education.

Then he set forth specific ways and means for training the younger generation into genuine revolutionaries with firm revolutionary world outlook.

That day he told that in order to train students into revolutionary talents the quality of instruction in basic subjects should be improved in schools.

He stepped into the physical laboratory where many apparatuses and equipment for mechanical experiment were arranged satisfactorily.

He said that the laboratory was very fine and looked round its interior for a while. Seeing experimental apparatuses in a preparatory room for experiment he stated that instruction in basic subjects is of importance in developing students' scientific thinking faculty and their ability of application and stressed the need to improve instruction in basic subjects.

He said:

“When students are taught basic subjects well, they can lay the ground work for acquiring the specialized knowledge of some field and technology and make great contribution to the development of science and technology of the country. Schools should consistently improve the substance and method of education in basic subjects such as mathematics, physics, chemistry and biology, and raise its quality decisively.”

With the word that in order to develop science and technology of the country rapidly, the study of foreign languages should be intensified at all schools so that all university graduates might master one or two foreign languages, he set forth specific tasks to provide universities and other schools at all levels with more facilities and equipment needed for instruction in foreign languages.

That day he gave valuable instructions as regards training the younger generation to be reliable pillars of the country with great physical strength. He told that swimming is one of the items of sport which are very good for the growth of physical strength and health of people and that since our country is surrounded by the sea on three sides, special attention should be directed to teaching of swimming to make all people know how to swim.

He stressed that in order to make all children and working people have a swim it was necessary to construct a swimming pool at every school and build indoor and outdoor swimming

pools everywhere to make them swim at all seasons of the year.

At the same time, he took measures to build more model schools and lay solid material and technical foundation to develop educational work to a higher stage.

After his on-the-spot guidance to Pyongyang Senior Middle School No. 1 a vigorous campaign was launched to set up senior middle school No. 1 in each province. As a result, amid the great interest of teachers, students and people throughout the country senior middle school No. 1 in every province was opened simultaneously on September 1, 1985.

This marked a new turn in implementing the *Theses on Socialist Education* and in pushing ahead with educational revolution.

With the result that scientific, technical and physical education was energetically promoted in schools while giving steady precedence to political and ideological education, a fresh change took place in the ideological and moral qualities of pupils and their scholarly performance considerably improved. In particular, stress was placed on education in subjects of basic science and foreign languages, and thus the method and means of their teaching were improved and solid material and technical foundation of schools laid. Rapid progress was made in university education qualitatively. In universities the work for improving the substance of instruction and reforming course of study and educational system was successfully promoted to meet the requirement for making the national economy Juche-orientated, modern and scientifically-based and in accordance with the trends of development of modern technology. As a result, the general level of technical education was markedly raised.

Electronic computers and other up-to-date technical means came to be widely used in scientific and technical edu-

cation, the level of education in electronics and automation raised and the latest achievements of electronic and automation engineering were extensively introduced in all spheres of education in technical engineering.

Moreover, in universities centres of experiment and practical training were modernized and put on a scientific basis and the proportion of practical training increased with the result that the practical ability and ability of application of students considerably improved.

In particular, with an energetic scientific research university teachers attained such remarkable scientific and technical successes as the manufacture of microcomputers, success in manufacturing of various numerically-controlled machines for introduction of robots in production process, manufacture of rice harvester with a new-type engine and several kinds of fish-processing machines and invention of a new method of denaturing corn and art of plating nonferrous metals. This greatly helped toward making the national economy Juche-orientated, modern and scientifically-based.

Like this, in the fierce flames of educational revolution our education entered upon a new higher phase and the great theses on education is being successfully brought into effect.

For a long period from the day when he embarked on the road of revolution in his tender age up to this date he has developed and enriched human thought of education into a new man-centred ideology and theory through his outstanding ideological and theoretical activities and revolutionary practice and brought about the great flower garden of Juche education on this land and trained all younger generation and working people into communist revolutionaries of a Juche type.

Our people who were once far removed from modern civilization have become dignified and resourceful masters of new society who have high ideological consciousness and pos-

sess cultural and technical standards to push ahead with the revolution and construction. And a new era of socialist civilization has been opened on this land where illiteracy and obscurantism were prevalent.

The immortal exploits which he scored in training communist revolutionaries and in the building of Juche-orientated education are now inherited and developed by our Party on every hand.

Dear Comrade Kim Jong Il has developed and enriched the Juche-based thought and theory on education to meet new requirements for transforming the whole society after the Juche idea and energetically organized and led the educational revolution, thus opening up a bright vista for the development of socialist and communist education.

Having the great leader at their head and following the Party's guidance, our people and all educational workers will accelerate the revolutionary cause of Juche by bringing about a new turn in training communist revolutionary talents and in the building of communist education.

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